

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<b>Option A</b> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.  i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	<b>Option B</b> <input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.  i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)  ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)
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1A Attachments 1, 2, 3, and 4

### 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Indiana has been a leading state in content standards, assessments, and graduation requirements, establishing a strong foundation from which to transition to college and career ready standards.

In 2001, Indiana was one of five states (along with Kentucky, Massachusetts, Nevada, and Texas) selected to participate in the American Diploma Project, a national initiative created to ensure high school graduation standards and assessments across the nation accurately

reflect the knowledge and skills that colleges and businesses really require of high school graduates.

Even before the advent of Common Core State Standards, Indiana was considered to have among the strongest state standards in the nation. Later, Indiana was deemed to be one of a few states to have mathematics and E/LA standards rank on par with the CCSS.

Indiana's Core 40 has been a model of college and career ready high school diploma standards nationally. The Indiana State Board of Education adopted new course and credit requirements for earning a high school diploma. A list is available at <http://www.doe.in.gov/core40/overview.html>. Adopted originally in 1994, the Core 40 system now offers students with the option to earn one of four diploma types:

- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

Additionally, students who qualify can earn dual honors credentials in both academic honors and technical honors.

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school in fall of 2007. The law included an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The law also makes Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011.

On August 3, 2010 and by unanimous agreement, the Indiana State Board of Education adopted the Common Core State Standards (CCSS) for English/Language Arts (E/LA) and grades 6-12 Literacy for Social Studies, History, Science and Technical Subjects, and for Mathematics. See Attachment 4 for a copy of the board minutes that show adoption of the CCSS

Soon after adopting the Common Core State Standards (CCSS) in August 2010, Indiana became the first state in the nation to align its teacher preparation standards with the CCSS and require colleges to incorporate them into their pre-service preparation programs. The Indiana Professional Standards Advisory Board (whose responsibilities and authority has now been transferred to the state board of education), in conjunction with the IDOE, approved the new developmental and content standards for educators in December 2010. Hundreds of educators and representatives from K-12 and higher education participated in the development of the new teacher preparation standards..

Indiana moved quickly to transition from the Indiana State Standards to the Common Core State Standards. Across the state, educators of kindergarteners have begun providing

instruction *only* on the Common Core State Standards in the 2011-12 school year. ~~First and second grade instruction only on the Common Core State Standards will roll out in 2012-13. Hoosier students in all remaining grades will receive instruction only on the Common Core State Standards during the 2013-14 school year.~~

~~In terms of instructional methods aligned to the Common Core State Standards, Math teachers began implementing the Common Core's Standards for Mathematical Practice for the 2011-12 school year. All teachers began teaching the Common Core Literacy Standards in grades 6-12 for their disciplines during this school year.~~

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#### Alignment to Common Core State Standards

~~In April 2010, the Mathematics and English/Language Arts specialists at IDOE, in conjunction with a team of teachers and university professors, analyzed the alignment between early drafts of the Common Core State Standards (CCSS) and the Indiana Academic Standards (IAS). This initial analysis yielded a document that was presented to Indiana's Education Roundtable on May 18, 2010. Co-chaired by the Governor and Superintendent of Public Instruction, Indiana's Education Roundtable serves to improve educational opportunity and achievement for all Hoosier students. Composed of key leaders from education, business, community, and government, the Roundtable is charged with doing the following:~~

- ~~• Ensuring the state has world class academic standards for student learning,~~
- ~~• Aligning the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* assessments that measure student achievement with those standards,~~
- ~~• Setting the passing scores for *ISTEP+*, and~~
- ~~• Making ongoing recommendations focused on improving student achievement to the Governor, Superintendent of Public Instruction, General Assembly, Indiana State Board of Education, and others.~~

~~A subsequent analysis was completed for the final released CCSS documents using materials provided by Achieve, Inc., and the results of this analysis were presented to the Education Roundtable and the State Board of Education to assist with their decision to adopt the Common Core Standards on August 3, 2010.~~

~~To provide additional information to teachers in the alignment of resources and assessment to the CCSS, IDOE specialists translated the information from these two analyses into documents that summarized not only the level of alignment but also descriptive statements to provide further information on the gaps that existed. A final product of this analysis was a subset of CCSS in both Mathematics and E/LA at each grade that schools should begin building into their curriculum to assist in closing the identified gaps between the IAS and the CCSS.~~

~~For the 2010-2011 school year, the Indiana Department of Education updated all course descriptions to align with the CCSS, integrating literacy standards in history, social studies, science, fine arts, physical education, world languages, and technical subjects. The department is working with Indiana Association of Teachers of Foreign Languages to implement the framework for resources for teachers of world languages.~~

~~Indiana's Response to Instruction (RTI) work in 2010, culminated in guidance to the field to better identify student knowledge and gaps. Through RTI, IDOE will ensure we focus on access to the common core state standards and equal opportunity for all Hoosier students.~~

~~To increase access to Common Core State Standards for Literacy in Technical Subjects for students participating in career and technical education courses, Indiana set aside funds and released a request for quotes on an academic integration project. Further, Career and Technical Education federal funds available at both local and state level were allocated toward improving student performance on core indicators for CCSS in English/Language Arts and Mathematics.~~

~~In Indiana, at the time of the initial flexibility request, an estimated one quarter to one third of students taking CTE courses are students with disabilities. These students benefited from the common core literacy standards via the academic integration project.~~

#### ~~Outreach and Dissemination of CCSS~~

~~Over the past few years, IDOE has built a portal to conduct better outreach and dissemination of information across the state. The Learning Connection portal was developed by IDOE and plays a prominent role in fostering communication to and between Hoosier teachers and in supporting the implementation of IDOE's strategic initiatives, such as the transition to the CCSS. The portal hosts communities of practitioners, with approximately 80 to 90% of all Indiana of teachers registered. Usage is growing — there are over 10,000 members of the literacy community, 3,000 in the curriculum and instruction community, and nearly 2,000 in the mathematics community. About 5,000 total resources are available through these three communities, and salient topics are discussed in forums weekly, monitored by DOE staff members.~~

~~By providing data, resources, and tools for school improvement, the functionality of the Learning Connection can be leveraged across IDOE initiatives aimed at improving student learning. The system offers the following four distinct benefits to every teacher:~~

- ~~1. Access to longitudinal student level data from numerous sources to support instructional decisions and increase student achievement;~~
- ~~2. Opportunities to collaborate with colleagues from across the state through the communication tools in the communities;~~
- ~~3. Online lesson planning and curriculum design capabilities; and~~
- ~~4. A common point of access for information from IDOE.~~

~~During the month of August 2011, all public and accredited private K-12 schools in Indiana received shipments of materials related to student success and college and career readiness.~~

- ~~● A magazine for grade K-10 students and their families
  - ~~○ The magazines are jointly produced by the Indiana Commission for Higher Education and the Indiana Department of Education through the state's Learn More Indiana partnership.~~
  - ~~○ Each version of the K-10 magazine provides a grade-specific overview of information tied to student success: how plan, prepare and pay for college and career success, tips for a good start this academic year, methods of career exploration, an explanation of the Core 40 options, and more.~~
  - ~~○ Content is tied to the Indiana Student Standards for Guidance.~~~~
- ~~● A magazine for grade 11 and 12 students
  - ~~○ The magazine provides information on planning, preparing and paying for college success, including tips on scholarship searches, finding a college, and more.~~~~
- ~~● Graduation Plans for grade 8 and 9 students
  - ~~○ An online version is available at [learnmoreindiana.org/plan](http://learnmoreindiana.org/plan).~~~~
- ~~● College GO! Week kits
  - ~~○ This year all schools serving grades K-12 will receive College GO! Week materials, including elementary schools.~~
  - ~~○ Materials include posters, postcards, banner and starter guides.~~
  - ~~○ Visit [CollegeGoWeekIndiana.org](http://CollegeGoWeekIndiana.org) for more information.~~~~

~~The K-10 magazine began including information about CCSS soon after the adoption of the standards and goes to home with every K-12 student in Indiana.~~

~~The Indiana Department of Education's redesigned website was launched in January of 2012 had pages targeted to families, parents, and student, and was utilized to offer key information to each audience about the CCSS.~~

~~There are nearly 300 school districts across the state in addition to approximately 60 charter schools. Through a partnership with the Curriculum Institute, IDOE offered a series of three informational sessions around the state regarding the CCSS. Starting in June of 2011, nearly 900 curriculum directors, district-level administrators, and building-level administrators have participated in professional development sessions. Sessions planned for the end of 2011 through February of 2012 added instructional coaches to the target audiences. By February 2, 2012, an additional 600 participants received professional development on transitioning to the CCSS. The first three sessions focused on curriculum directors, district and building-level administrators, including school principals, and instructional coaches.~~

~~The following outlines the sessions' targeted audience, scope, and number of participants.~~

#### ~~Session-I~~

~~**Intended Audience:** Curriculum directors and district-level administrators~~

**Overview:**

- Transitioning to the CCSS with the Indiana multi-year transition plan
- Update on the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium
- Strategies for utilizing Indiana's Instructional and Assessment Guidance documents
- Discussion on the requirements of IAS versus the CCSS
- Development of a district-wide action plan

Session I		
Date	Location	Number of Participants
June 17, 2011	Indianapolis, IN	190
June 30, 2011	Indianapolis, IN	45
September 7, 2011	Plymouth, IN	56
September 8, 2011	Decatur, IN	76
October 14, 2011	Highland, IN	61
October 19, 2011	Jasper, IN	28
	<b>TOTAL</b>	<b>456</b>

**Session II**

**Intended Audience:** Curriculum directors, district-level administrators, building-level administrators

**Overview:**

- Update on the PARCC content framework and additional resources
- Major shifts in mathematics and ELA
- Requirements of PARCC assessments versus the *ISTEP+* assessment
- Conducting a close reading of the standards

Session II		
Date	Location	Number of Participants
October 18, 2011	Connersville, IN	36
October 31, 2011	Fort Wayne, IN	172

November 1, 2011	Plymouth, IN	139
November 8, 2011	Highland, IN	52
November 9, 2011	Indianapolis, IN	36
December 6, 2011	Jasper, IN	32 registered thus far
January 24, 2012	West Lafayette, IN	30 registered thus far
	<b>TOTAL</b>	<b>435 (not including the 12/6 &amp; 1/24 sessions)</b>

### Session III

**Intended Audience:** Curriculum directors, district-level administrators, building-level administrators, and instructional coaches

#### Overview:

- Update on the Indiana transition plan and available resources
- PARCC Model Content Frameworks
- The importance of Disciplinary Literacy, core competencies, and securely held content
- Mathematics Resource Analysis Tool

Session III		
Date	Location	Number of Participants (Current Registrations / Total Capacity)
January 10, 2012	Jasper, IN	19/32
January 11, 2012	Connersville, IN	31/36
January 17-18, 2012	Fort Wayne, IN	128/175
January 25, 2012	Highland, IN	22/100
January 30, 2012	Indianapolis, IN	27/75
January 31, 2012	Plymouth, IN	11/80
February 2,	Plymouth, IN	16/80

2012		
	TOTAL	TBD

Participants asked for greater specificity regarding the design of curriculum and instruction around the new standards. Future sessions were planned to include specific content and pedagogy related to implementing the Mathematical Practices, disciplinary literacy, the role of argument and evidence-based writing, and so forth.

In February 2012, IDOE planned follow up professional development focused on all teachers, as well as school principals. These sessions were specific to mathematics and E/LA CCSS. IDOE identified which teachers and principals participated, and planned to train representatives from each school district in the state, utilizing a train-the-trainer approach to scale up. The Learning Connection was leveraged to disseminate resources created through the teacher sessions described above.

IDOE continued to utilize larger conferences to scale up general awareness and professional development on the Common Core State Standards. One opportunity was the summer reading conference. In 2011, nearly 1,500 teachers, administrators, and parents attended the conference. IDOE also utilized large scale events hosted by our partners to raise awareness and understand of the CCSS. Conferences hosted by the American College for Education (ACE) in 2011 trained 500 teachers in mathematical practices and 200 reading teachers trained by Dr. Louisa Moats.

Indiana conducted additional outreach and dissemination of information on the CCSS to key stakeholders to increase awareness and understanding. With the support of PARCC, IDOE hired a full time Project Manager in early 2012 to coordinate the work of key action groups responsible for targeted aspects of the work identified below. These groups phased in over the course of one year, with the initial meeting of the Vision Team was in December of 2011. Coordinated by the Project Manager, each group was aligned its work with the others.

Group	Purpose
Vision Team	<ul style="list-style-type: none"> <li>Clarify CCSS and PARCC vision for Indiana</li> <li>Define key messages and expectations</li> <li>Develop plan for Indiana based on strengths and needs</li> <li>Determine SEA role</li> <li>Define graduation implications</li> </ul>



Steering Committee	<ul style="list-style-type: none"> <li>● Implement vision</li> <li>● Define Functional Groups and appoint group leaders</li> <li>● Define delivery chain</li> </ul>
Functional Work Group	<ul style="list-style-type: none"> <li>● Create and deliver products and processes, as outlined by Steering Committee</li> </ul>
Focus Groups	<ul style="list-style-type: none"> <li>● Gather feedback from the field</li> <li>● Ensure appropriate SEA support</li> </ul>

A partnership between IDOE and the Indiana Commission for Higher Education forged a coordinated process to carry out outreach to higher education faculty and administrators about the transition to the CCSS and to PARCC. Indiana was one of ten states selected for a grant to assist K-12 and postsecondary education systems in alignment to the Common Core State Standards and assessments that will measure them.

The grant program, called Core to College: Preparing Students for College Readiness and Success, aimed to foster long-term collaborations between state higher education and K-12 entities that will improve student achievement and college readiness and ultimately, increased rates of enrollment and graduation. One key to this success was using the CCSS and assessments to establish a statewide common definition of college readiness to signal a student's preparedness for credit-bearing college courses. Having such a baseline informed processes to transition students successfully between high school and higher education environments.

#### Professional Development, Supports and Materials for CCSS

To support students with disabilities, professional development of local directors of special education and administrators will be required to implement the Acuity-Indiana IEP data comparison explained previously in this document. The delivery of this professional development is manageable and achievable in the near term. USDOE's Office of Special Education supports nine resource centers that build capacity in the delivery of instruction. Trainings are already offered on Acuity; more were added in 2012. (This was never done.)

Indiana participated in the General Supervision Enhancement Grant (GSEG) through the National Alternate Assessment Center. This grant focused on creating a new alternate assessment to replace Indiana's current ISTAR alternate assessment. In 2012, IDOE explored utilization options for the new assessment. The new assessment measured students on the alternate standards based on the CCSS.

The GSEG grant required a specific work group dedicated to substantive professional development, which focused on how to appropriately and effectively teach students with cognitive impairments. It centers on how to provide appropriate instruction in English/Language arts, Mathematics, and all academic subjects. The professional development involved the curriculum, the standards of which will be the "core connections" to the CCSS.

As referenced above, in conjunction with the Curriculum Institute and the state's regional Education Service Centers (ESCs), IDOE developed and presented a three-part professional development series on Indiana's plan for transitioning to the CCSS and the PARCC assessments. The purpose of these sessions was to assist district and building level administrators in moving from the current set of Indiana Academic Standards and *ISTEP+* to the CCSS and PARCC assessment. The sessions provided updates and discussion on the curriculum alignment guidance documents, instruction and assessment guidance documents, and the PARCC developments. Sessions II and III specifically targeted the building administrators.

Throughout the 2010-11 school year, IDOE specialists worked with teachers and university faculty to develop transition guidance documents. IDOE developed sixteen individual videos for Mathematics, E/LA, and 11 content areas. The videos explained the instructional changes that likely need to take place during the implementation of the CCSS as well as identify resources schools can use to better understand and implement these changes.

From October 2010 through February 2011, IDOE worked with Indiana teachers and the Charles A. Dana Center at the University of Texas Austin to evaluate the quality and alignment of Mathematics textbooks and curricular materials to the CCSS. IDOE made these reviews public, and the materials have been used widely to help districts understand the effect of the CCSS on local curriculum and instruction decisions. The state was engaged in a parallel process for the analysis of reading materials that was completed by March 2012, and planned to conduct a similar review for E/LA during the summer of 2012.

IDOE actively engaged educators in Indiana to support the CCSS in the development and delivery of aligned instructional materials. In early 2011, IDOE convened a "curriculum council" that vetted much of the materials the department distributed on the transition to the CCSS. The council helped determine the instructional priorities referenced immediately below. IDOE developed several instructional materials aligned to the CCSS, exemplified by the following:

- In conjunction with PARCC, IDOE developed content frameworks that will serve as a strong basis for future work;
- IDOE evaluated the alignment of Mathematics textbooks to the CCSS and is currently reviewing reading textbooks;
- The IDOE begin reviewing E/LA materials in 2012;
- Indiana's state-wide curriculum maps were revised and include "instructional

~~priority” standards from the CCSS, which showed how to integrate the CCSS with the Indiana standards from now until 2014-15. Each year, IDOE provided an updated list of “instructional priorities;” and~~

- ~~• In the Fall of 2011 IDOE began the process of writing a Secondary Literacy Framework, which (1) provided guidance to school leaders on what the CCSS literacy standards mean and guidance on how they can be implemented; and (2) provided guidance to content area teachers on how to incorporate these standards into existing lessons.~~

### Accelerated Learning Opportunities

The vision of IDOE was the following: “The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.” The first pillar of the plan for achieving the vision was to “Create and promote a statewide culture of academic excellence, in which at least 25% of all graduates receive a score of 3, 4, or 5 on at least one Advanced Placement exam, a 4 or higher on an International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years.”

Providing all Indiana children with the academic preparation they will need to navigate a 21<sup>st</sup> Century global workplace began in earnest with the adoption of the P-16 Plan for Improving Student Achievement developed in 2003 by the Indiana Education Roundtable and the Indiana State Board of Education. The P-16 plan is an integrated approach to ensuring success for students at every level of education, providing an ongoing strategic framework for aligning policies, resources, and strategies in the state.

Indiana leaders in education reform consider Advanced Placement (AP) courses and exams, International Baccalaureate courses and exams, and quality Dual Credits to be an important part of the effort to provide high standards and high expectations for all students. Each year IDOE informs all district superintendents, high school principals, and high school test coordinators that the administration of the PSAT/NMSQT would be funded by the state for all grade 10 students attending state accredited high schools. This enables extensive use of AP Potential™ to identify students who are likely to experience success in taking AP courses and the related exams. This tool of the PSAT may also be used for identification in all advanced coursework. IDOE also offers extensive workshops and online trainings for using AP Potential™; schools are then provided user names and passwords to utilize this predictive tool. This encourages schools to expand enrollment in their AP course offerings and dual credit course offerings or perhaps offer courses for the first time. Additional educator workshops will include the Summary of Answers and Skills and the Skills Insight tools free to schools who administer the PSAT. Beginning in July 2009, high schools were encouraged to identify a specific teacher or administrator as an “AP Champion” to further promote more students in both Paid and Free/Reduced Lunch categories to enroll in Advanced Placement classes.

In 1990, Indiana's General Assembly passed legislation that created a Program for the

Advancement of Mathematics and Science. This program was established to encourage students to pursue advanced courses in critical fields of career employment such as biomedical sciences and engineering. Mathematics and science courses were judged to be critical for the continued economic welfare of the state. By July 1, 1994, each school corporation was required to provide Advanced Placement courses in Mathematics and science for students who were qualified to take them, and funds were provided to cover the cost of those exams and training for teachers. In 2011 this was 21,388 exams, up from 19,847 exams in 2010. Federal grant monies have traditionally paid for all AP exams for students on free/reduced lunch – thus eliminating the barrier for low income students (low income students accounted for 6,881 exams in 2011 and 5,588 exams in 2010).

The adoption of the Core 40 diploma has focused additional attention on the AP, International Baccalaureate (IB) and Dual Credit programs and has contributed to increasing numbers of students enrolled in each. Core 40 became the minimum diploma for all students entering high school in 2006. The additional requirements for the Core 40 with Academic Honors diploma include fulfilling one of five options: completion of two Advanced Placement courses and the associated exams, completion of two quality dual credit courses (equivalent to six college credits), a combination of Advanced Placement and dual credit courses to earn the required advanced academic credits, a minimum SAT or ACT score, or earning the full IB Diploma. 79% of Indiana students completed Core 40 curriculum in the 2009-10 academic year. Of these, 30% qualified for the Core 40 with Academic Honors diploma.

In 2010, the Indiana General Assembly passed House Bill 1135/Public Law 91, better known as the “AP Law.” This law provides that starting with the 2011 Advanced Placement exams, a student who earns a score of three or higher shall receive college credit toward his/her degree if he/she attends any Indiana public institution of higher education; this includes all two-year and four- year schools and any accompanying satellites. The actual number of exam scores of three or higher in 2011 was 22,954, which is over 18% more than in 2010. This translates into 68,862 college credit hours and a truly significant amount of college savings for students and their families.

In May, 2011, the Indiana Commission for Higher Education released a policy that limits the fees that public higher education institutions offering dual enrollment courses in the high school may charge high school students. This eliminates financial barriers for high school students taking college-level courses. Additionally Ivy Tech Community College, and all of its fourteen campuses statewide, has made a commitment to provide all dual enrollment courses that are offered in the high school setting to students at no cost.

Indiana has out-paced the national average in growth of students taking Advanced Placement exams, the number of test takers, and scores of three, four, and five:

- Indiana test takers grew by 9.7% in 2010-2011 (38,418 total) and 28.1% in 2009-2010 as compared to the national growth of 7% in 2010-2011 and 9.5% in 2009-2010.
- Growth in the number of exams taken in Indiana was 11.3% in 2010-2011 and 29.2% in 2009-2010 compared to the national growth of 7.6% in 2010-2011 and 10.2% in

2009-2010.

- The number of scores of 3, 4, or 5 increased by 16.8% in 2010-2011 and 13.3% in 2009-2010 as compared to 7.6% nationally in 2010-2011 and 8.3% in 2009-2010.

Access to AP is part of the overall achievement goal –to see increases in both access and success in all student demographic categories. The number of black students who passed an AP exam in Indiana in 2011 increased by 27% in one year and 123 percent in 5 years; Hispanic students who passed an AP exam increased by 25% in one year and 200% in five years.

Indiana has also demonstrated notable growth in the number of high schools that offer the IB Diploma Program for students since the first school was authorized in 1986 to the 100% increase shown below. Twenty high schools around the state now offer the IB Diploma. Additionally three middle schools and three primary schools have been authorized to offer the full IB program for grades K-10. This growth exemplifies the concern of Indiana high schools to offer high-achieving students diverse and ever-broadening opportunities in preparing for success beyond high school.

**Growth of Indiana High Schools Authorized to Offer IB Diploma Program**

	1986	1995	2002	2004	2006	2007	2008	2009	2011
<b>Number of additional schools</b>		2	1	1	7	1	3	1	0
<b>Total IB schools</b>	1	3	4	7	14	15	18	19	20

Enrollment in IB classes now includes a significant number of low-income students as determined by Indiana's guidelines for the free and reduced lunch program. The number of low-income students registering for IB exams in May 2011 also indicates a projected increase of 75% from those projected to take the May 2010 exams. This continuing increase is explained primarily by the greater number of low-income IB students in the most recently authorized IB World schools.

To further support high schools and middle schools in the expansion of rigorous college-preparatory coursework, the Indiana General Assembly in 2011 passed the Mitch Daniels Early Graduation Scholarship. This scholarship allows students to graduate from high school in three years and apply the \$4,000 that would have been appropriated to the secondary school to the post-secondary institution on behalf of that student in the form of a scholarship. To make allowance for students to do this, schools may offer high school courses to qualified middle school students. Schools may also award students credit for courses by demonstration of proficiency.

The drive toward better college preparedness includes increasing the percentage of students completing the more rigorous requirements of Indiana's Core 40 diploma, Core 40 diploma with Academic or Technical Honors, and the IB Diploma. High student achievement is

supported through implementing End-of-Course Assessments designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. The state vision to have 25% of all Indiana graduates earn quality college credits has changed the culture of our schools, by asking each to support the student's success beyond K-12.

Schools in Hendricks County, near Indianapolis, created a cooperative to expand their dual credit programs. If one school in the county offers dual credit calculus, students from all other county schools may attend. Another example of culture change is at Speedway High School in Indianapolis where the local education foundation supported payments to students and teachers for passing AP exams. These one-time \$100 payments for each assessment passed changed students' approach to testing and teachers' approach to instruction.

Northwest Indiana schools are collaborating to purchase a membership in the National Student Clearinghouse so they can track their own students' successes in post-secondary enrollment. This tracking will include persistence rates, graduation rates and grade point averages. This data will enable schools to take a close look at how their students fare in higher education.

Additionally, more schools than ever have adopted online providers for AP courses. These online courses are primarily delivered in schools that are too small to house a full AP program or in schools that want to offer the entire menu of AP courses but cannot afford to hire all the staff. This new access to AP for all students is a major shift in practice.

Indiana's A-F school grading metrics include a College and Career Ready metric. The College and Career Ready (CCR) metric has four indicators: passing an Advanced Placement (AP) exam, passing an International Baccalaureate (IB) exam, earning at three college credits (typically through Dual Credit), and earning an Industry Certification (Cert). Students demonstrating proficiency on any one of those metrics are counted in the numerator of the equation and no student is counted twice on a single metric or across metrics (it is an unduplicated count) – this allows for a percent of graduates at each school demonstrating proficiency on at least one of four very strong indicators of success beyond high school may be measured. The measure was built intentionally with four possible options for students (and schools) to demonstrate proficiency because while every Indiana school is required to deliver at least two AP courses and at least two dual credit courses (see below), some focus more on AP courses while others choose to focus more on dual credit courses. Additionally about twenty-two schools choose to provide IB courses and exams, and Industry Certifications are growing annually.

In 2006, the Indiana General Assembly passed a statute requiring all schools to provide at least two AP courses and at least two Dual Credit courses (IC 20-30-10-4 and IC 20-36-3-5). Concurrently, the legislature enacted legislation to support schools' pursuit thereof, including funding to pay for all math and science AP exams for all students, professional development monies (IC 20-36-3-8), and making sure free/reduced lunch students may take dual credit courses at no cost (IC 21-43-5-11). Free/reduced lunch students may take any AP exam at no



cost due to federal appropriations.

In 2009, IDOE issued statewide goals of 90-25-90: 90% of students must pass the state mandatory annual assessments, 25% of students must graduate high school either passing an AP exam (scores of 3 or higher), or an IB exam (score of 4 or higher), or earn college credits (dual credits) or industry certifications, and 90% of students must graduate. These expectations apply to all Indiana schools and drive the metrics and methodology for the state's new accountability model, "A-F."

The setting of school and statewide goals around tangible targets coupled with mass communication throughout the field of the significant state support for college-level courses proved beneficial to students immediately and is best evidenced by the following data points:

- (1) In 2009, 635 Black Indiana graduates took an AP exam. In 2010, that total jumped to 1,016 (60% growth). The previous one-year high for growth for this subgroup was 28%.
- (2) In 2009, 432 Hispanic Indiana graduates took an AP exam. In 2010, that total jumped to 738 (71% growth). The previous one-year high growth for this subgroup was 13%.

In fact, Indiana's increase in student AP exam participation in 2010 was highest in the nation and its increase in the percentage of graduates passing an AP exam in 2010 was second highest. Preliminary analyses for 2011 results suggest that Indiana will land in a similar place again nationally.

In 2010, Indiana educational stakeholders formed the Indiana Dual Credit Advisory Council (IDCAC) to primarily handle the "explosion" in dual credit enrollments and the offering of too many courses that do not transfer to at least Indiana colleges. The council is comprised of members from K-12, higher education, think tanks, and the Indiana state legislature. IDCAC was concerned with the proliferation of dual credit offerings and enrollments throughout the state --which was growing too fast -- and many of which were not transferable credits. An outcome of the group was the establishment of a list of Priority Liberal Arts and Priority Career and Technical Education courses which were determined based on their record of transferability and high enrollments. These courses receive state support through higher education state appropriations, are capped at a cost of \$25 per credit hour (Ivy Tech Community College, the state community college system, offers all of its classes for free), are the only courses that count for students pursuing the Academic or Technical Honors diploma (beginning for the class of 2016), and are the only courses that count for the College and Career Ready metric in the state's new accountability measure (effective this year). These policies taken together help focus Indiana's fast growing dual credit student participation around courses that carry the greatest relevancy and currency for its graduates when they enter post-secondary institutions.

Starting in 2006, Indiana has strategically aligned its resources around building one of the most robust College and Career Ready systems in the country ensuring that schools have the ability to provide these options to all students. This strategic plan is already proving successful and will continue to foster greater student preparedness to succeed in college and/or a career.

#### Educator Preparation and Licensing

Indiana engaged in a systematic reform to create an educational system that produces graduates who are able to compete successfully with students from across the nation and around the world. Attaining this vision involves reforms to all facets of Indiana's educational system, including educator preparation and licensing.

One part of the reform effort has involved educator licensing requirements. The Rules for Educator Preparation and Accountability (REPA), enacted in 2010, revised Indiana's educator licensing structure to emphasize content knowledge as follows:

- Elementary teachers (K to 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content area-major with an education major.
- Secondary teachers (5 to 12) must earn a baccalaureate degree consisting of any applicable content-area major—as well as a minor in education.

In spring of 2010, IDOE sought a contractor to develop high quality educator standards to support REPA and to provide guidance to educator preparation programs as they revise their programs to meet the state's new licensing requirements. IDOE also stipulated that the standards would be grounded in scientifically-based research and aligned with IAS and the CCSS.

IDOE contracted with Pearson to develop the Indiana Developmental and Content Standards for Educators, which include educator standards in 46 content and administrative areas and at five school setting developmental levels. The standards are grounded in scientifically based research and are aligned with REPA, the IAS, Indiana Core Standards, the CCSS for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, standards of the International Society for Technology in Education (ISTE), and other relevant standards of national professional organizations.

The Indiana educator standards are custom-designed for Indiana and articulate IDOE's expectations regarding the content and pedagogical knowledge and skills that are important for Indiana educators. The primary focus of the 46 content-area standards is the subject-matter knowledge and skills needed to teach effectively in Indiana classrooms or to provide effective leadership in Indiana schools. The primary focus of the five school setting developmental standards is on the pedagogical knowledge and skills needed to teach in various school settings.



Indiana has standards that specifically address the following areas in the pedagogy standards:

School Setting	Standard Addressing English Learners	Standard Addressing Students with Disabilities	Standard Addressing Working with Low-Achieving Students
Early Childhood	1.6, 3.4, 4.5	1.5, 3.4, 4.4, 6.8	4.6
Elementary School	1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.10	3.10, 4.5
Middle School	1.7, 3.6, 4.3	1.6, 3.6, 4.3, 6.8	3.10, 4.4, 7.2
Secondary School	1.4, 1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.8	3.10, 4.4, 7.2

In addition, Indiana has licensure content areas for teachers to gain additional certification in exceptional needs: mild intervention, exceptional needs: intense intervention, and teachers of English Learners.

IDOE developed customized licensure assessments in collaboration with Evaluation Systems to measure candidates' mastery of the new teacher standards. Content tests for all licensure areas will be developed and required for licensure. In addition, candidates will also complete a pedagogy assessment for licensure. Implementation of content and pedagogy tests occurred on February 10, 2014. A basic skills test aligned to the Indiana's Standards was developed and was required for admission to any teacher preparation program in Indiana. This test was implemented July 1, 2013.

IDOE worked with Evaluation Systems in the design of the data systems for the new licensure assessment system. Aggregate data on candidate performance per domain (logical groupings of individual standards) is provided to each teacher preparation program for review and program feedback.

IDOE is beginning the process of developing an accountability system for teacher preparation programs. The end result will mirror the P-12 accountability system which provides an easily understood A-F letter grade. A teacher preparation advisory group was established in the Fall of 2011 and began to determine sources of evidence, benchmarks, and applicable metrics recommendations.

Providing teacher preparation programs with a clear blueprint of state expectations through the standards, providing quality assessments and data reporting on candidate competency on these measurements, and reporting outcomes publically in a clearly communicated accountability system will ensure teacher preparation programs will better prepare teachers to teach all students.

New principal and superintendent standards were adopted at the same time the new teacher standards were developed.

The administrator standards begin with the following statement:

The School Building Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes.

This statement indicates the expectation that the building principal first serve as the driver of student growth. All other roles and responsibilities should be in alignment with this primary function. New licensure assessments were developed, with implementation of new tests beginning September 1, 2013. Test development was customized to standards to ensure candidates have met state expectations as outlined in the standards document.

Indiana's plan to improve the preparation of incoming teachers and principals has three steps.

Step 1 – Provide rigorous, high quality standards that clearly communicate state expectations for teacher licensure programs.

Step 2 – Customize assessments that measure the standards to ensure candidates are well prepared. Provide timely specific outcome data aligned to standards regularly to programs to drive program improvement.

Step 3 – Design metrics for data collection on multiple measures to be applied to all teacher preparation programs to ensure accountability.

Indiana completed Step 1 in 2010, and programs will be required to fully implement those standards by 2013 in 515-IAC-9-1-2 Sec 2(d). Indiana is aggressively working on Step 2 with

test implementation beginning September 1, 2013. Initial conversations on Step 3 began in Fall of 2011 with the expectation of having an accountability system in place by 2014-2015.

### Assessment

Indiana's assessment system is robust and comprehensive to prepare students at each grade level on their way to becoming college and career ready by the end of high school. Assessments are standards-driven, student-centered, and learning-focused, and the curricular aims prepare students for post-secondary success. The assessment system supports learning-based and data-driven instruction; performance evaluation and improvement; and accountability for educators, schools and school corporations.

### *Diagnostic Assessments*

Indiana's assessment system begins with diagnostic assessments in grades K-2. Assessments at this level are focused on literacy and numeracy as they assess the student's ability to read, comprehend, and use numbers. (page 55 updated vendor name) ~~Wireless-Generation Amplify's~~ tools, *mCLASS: Reading* and *mCLASS: Math*, are used to measure student progress in K-2.

Diagnostic assessments in grades 3-8 are also part of Indiana's assessment system. Student learning in the content areas of English/language arts, mathematics, science, and social studies is measured using CTB/McGraw-Hill's *Acuity* tools. Indiana also provides the (page 55 updated information) *Acuity Algebra I and English 10* programs for schools.

Both *mCLASS* and *Acuity* provide immediate results, actionable reports, and instructional activities, which enable teachers to address the individual learning needs of students. In addition, professional development related to data analysis and using results to inform instruction plays an important role in the use of these diagnostic programs.

*Acuity* testing is widely used across the state: 90% of school districts use this assessment. Indiana implemented *Acuity* as a part of an updated assessment system that began in the spring of 2009, and the state budget contains a grant that allows all schools (page 55 updated information) (grades 3-8, and Algebra 1, and English 10) to use the *Acuity* assessments in either a diagnostic (4 times a year) or predictive (3 times a year) format, at no cost. (page 55 new information) Beginning with the 2014-15 school year, a new version of *Acuity*, focused on college- and career-readiness, was made available to all schools. The grant requires that all students, except those with the most significant disabilities, participate in the chosen format. *Acuity* also can be used "on demand" by educators to assess student mastery of standards at any time. *Acuity* tools not only provide detailed diagnostics but also deliver individualized links to instructional resources. IDOE also provides training to schools, not only on how to administer the test but how to interpret the data and use that to drive instruction.

*Acuity* is used as a tool that can be taken (page 55 grammatical correction) off-grade level, and teachers can identify what material students have truly mastered. Teachers can do

diagnosis any time they want. (page 55 no longer applicable) ~~IDOE has recently launched enhancements to a series of reports that allow users to toggle between an Indiana view and a CCSS view of the current Acuity assessments. IDOE is currently working with our assessment vendor to build a fully aligned common core specific version of Acuity.~~

As mentioned above, Acuity can be used to determine if special education students are close on track to pass a standardized assessment. (page 55 redundant information) ~~There are two versions or delivery formats which schools select from, diagnostic (4 times a year) or predictive (3 times per year). (page 55 no longer applicable due to new ISTEP+ test) For all students, the sequence of three assessments provides a prediction of how likely the student will be to pass the ISTEP+ test.~~

Each district must select one format to deliver (page 56 update) from the following: ~~either~~ diagnostic, or predictive, ~~or readiness~~. Once they have the tests, they must be administered to all students. Acuity is not exclusive to a particular group and it does not exclude a group.

### *Accountability Assessments*

Indiana's assessment system includes summative assessments for students in grades 3-8 (page 56 update) and 10. The *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* measures student progress in English/language arts and mathematics at each grade level, in addition to science in grades 4 and 6 and social studies in grades 5 and 7. *ISTEP+* is comprised of two assessment windows: the first window includes open-ended items in the four content areas as well as a writing prompt; the second window consists of multiple-choice items (page 56 update) and technology-enhanced items. *ISTEP+* at the high school level is implemented as End-of-Course Assessments (ECAs) in Algebra I, English 10, and Biology I. (page 56 update) Beginning with the 2015-16 school year, *ISTEP+* at the high school will include English/language arts, mathematics, and science tests that are not considered end-of-course assessments.

Special populations are also part of Indiana's assessment system. (page 56 sentence moved from later in the paragraph) ~~The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with ISTAR based on alternate achievement standards. (page 56 update) Indiana utilizes two assessments to measure student achievement based on alternate academic achievement standards: the National Center and State Collaborative assessment and the Indiana Standards Tool for Alternate Reporting assessment.~~

(page 56 addition) The *National Center and State Collaborative (NCSC)* assessment measures student achievement in the areas of English/language arts and mathematics. NCSC is a student-centered assessment that engages students with the assessment items.

The *Indiana Standards Tool for Alternate Reporting (ISTAR)* program measures student achievement in the subject areas of ~~English/language arts, mathematics,~~ science, and social studies based on alternate academic achievement standards. *ISTAR* is a web-based system

that utilizes teacher ratings. (page 56 move sentence earlier in paragraph) ~~The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with ISTAR.~~

The (page 56 update) ~~LAS-Links~~ WIDA (World-Class Instructional Design and Assessment) assessment is used to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the EL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

#### *Other Assessments*

The *Indiana Reading Evaluation and Determination (IREAD-3)* assessment measures foundational reading standards through grade 3. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment developed in accordance with 2010's Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

The *Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)* is a web-based instrument rated by teachers to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards), *ISTAR-KR* is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from *ISTAR-KR* assessments are used for state reporting for PK students receiving special education, and the assessment can be used for local purposes for grades PK through 1.

The *National Assessment of Educational Progress (NAEP)*, also known as "The Nation's Report Card," is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12 and can be used to compare student performance across the United States. During selected assessment cycles, *Trends in International Mathematics and Science Study (TIMSS)*, *Program for International Student Assessment (PISA)*, and *Progress in International Reading Study (PIRLS)* are administered in conjunction with the *NAEP* assessment.

The variety of assessment tools encompassed within Indiana's assessment system provide vertical articulation through a student's entire K-12 experience, enabling teachers, parents, schools, and school corporations to anticipate, determine, and address learning as it occurs. Indiana's assessment system drives and measures each student's annual academic progress and overall preparation for post-secondary success.

(page 57 update) ~~The first PARCC assessment results describing the college and career readiness of Indiana's high school will not be available until well after the end of the 2014-15 school year. To begin the evolution toward those more demanding assessments based on the CCSS, Indiana has entered into agreements with ACT and College Board to pilot the interim use of their assessment suites as measures of college and career readiness to provide transition to the CCSS expectations for Indiana high schools. Both of the terminal instruments (ACT and SAT) have existing (pre CCSS) determinations of college readiness. The Indiana graduating class of 2011 had only 31% of students who chose to take the ACT meet the all four of ACT's college ready benchmarks. To prepare students, parents, schools, teachers and the community for the rigor of the anticipated PARCC performance standards, all of the IDOE's reporting will use the available "College Ready" benchmarks.~~

Indiana currently pays for all sophomores in the state to take the (page 58 clarification) Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). (page 58 update) Results of the PSAT/NMSQT are used in determining remediation need for students to ensure college and career readiness. ~~Based on the results of independent studies, Indiana will determine whether this test continues to provide the most beneficial information to students and schools in driving growth of college and career readiness as defined in the CCSS or if another element in either assessment suite provides information better aligned to measuring college and career readiness. If the SAT or ACT is chosen, IDOE would report the metric of college and career readiness for each high school and the state as a whole.~~

(page 58 update) ~~The Indiana Growth Model uses longitudinal student achievement data to estimate student growth. If strong alignment can be established between the 8<sup>th</sup>-grade ISTEP+ assessments and the ACT/CB suites, Indiana would be able to incorporate growth measures into the high school data stream immediately. This will allow Indiana to provide student, classroom and school growth data for decision making and accountability well in advance of its availability from the PARCC assessment system.~~

(pages 58-60 delete information no longer current from this section) ~~Indiana's growth measures are based on ISTEP+ results for students in grades 4-8. This means that students in grades K-3 are excluded from these calculations, as are students taking the ISTAR or IMAST alternative test in lieu of ISTEP+. Most special education students in Indiana take ISTEP+, while only a small percentage takes the ISTAR or IMAST.~~

~~It is important to note, however, that all students are calculated in the proficiency component of the new accountability model (ISTEP+ + IMAST + ISTAR). The proficiency side of the model remains the primary tool of the model while growth serves as a supplement that is utilized to reward schools for showing significant student improvement or to penalize schools that allow students to fall behind their peers.~~

~~Given the way ISTAR and IMAST are scaled it is simply not possible to calculate growth from one year to the next on these assessments. Of note, however, is that 97% of special education students in Indiana take the ISTEP+ for accountability purposes and therefore have~~

~~growth model results and are included in the growth calculations.~~

~~At the high school level, Indiana is not able to calculate growth because of the non-linear relationship between the assessments (something we expect the new PARCC assessment will change). Instead, the state accountability model looks at proficiency rates and improvement. These calculations include all secondary students, incorporating the performance of students on the ISTEP+ and ISTAR (IMAST is not an option on the high school assessments).~~

~~The only students exempt from growth or improvement calculations are English Language Learner students who are LAS Links Level 1 proficient who are Level 1 for the first time and never tested at a higher level and LAS Links Level 2 proficient students who are Level 2 for the first time and never tested at a higher level—both of these levels of testers lack the language skills to comprehend the questions on ISTEP+. These students are excluded from the calculations only if they show growth on the LAS Links test and no student may exempt for more than two years, regardless of their current proficiency level on the Las Links exam (levels 1-5). The only students that do not have to show growth to be excluded are the first time Level 1 students, which serves as a replacement to the current exemption for students who have been in the country for less than a year.~~

~~This change in policy would serve as an added incentive for students to consider “what comes next” as an additional accountability measure for high schools and as a transition to the rigor of measures the CCSS and the PARCC assessment will bring to Indiana high schools.~~

~~The state’s pilot includes an independent evaluation and a timeline for making a recommendation at the end of this school year on adopting stronger Indiana college and career readiness tools and indicators for school years 2012-13, 2013-14 and 2014-15.~~

~~Indiana worked with content committees and the state’s testing vendor on making changes to the 3-8 assessments within the current requirements of ESEA, current state contracts and available assessment dollars.~~

- ~~1. At each grade level and in both CCSS content areas, Indiana assessment and content specialists have begun the initial process of “double mapping” Indiana’s test items to the CCSS. During the Winter and Spring of 2012, larger practitioner committees met to review and refine the mapping and alignment to CCSS and determine at which grade levels and content areas of the Common Core standards there are sufficient items to report CCSS data in addition to the regular Indiana standards results. These committees prepared recommendations for Indiana’s Expert Panel on the levels (student, classroom, and or school) which they believe this interim information will provide the most benefit. Indiana will rely on the Expert Panel for guidance on the most appropriate metric and methodology to use in reporting.~~
- ~~2. IDOE worked with the state’s test vendor on the remaining item development in the current contract to move (with the constraints of the current test blueprints) toward more “PARCC-like” items, selecting passages based on the proportion of reading types required by the CCSS and selecting those passages with a deliberate review of the~~



range of text complexity.

3. Finally, Indiana joined Achieve, Student Achievement Partners and other states in collaboratively investigating a more systematic and cost effective process to better aligning state tests during this transition period with the common core and with PARCC. A short chain of emails explaining these efforts is located at Attachment 12. The steps involved include the following:

- Identify the biggest shifts in the CCSS—the standards that result in the most significant changes teachers are likely to experience with regard to expectations for student learning and for instructional practices
- Help each state determine the priority standards it wishes to incorporate into revised assessments, either as substitutes for existing items or as additions to the existing items.
- Provide specifications and/or models for items associated with the key standards, including item types, which states can provide to their test vendors. These specifications are already under development for the PARCC item development ITN; consequently the participating states would be asking their vendors to develop items using the same specifications that will guide the development of PARCC assessments. Multiple states can draw on the same specifications to modify their own tests.

#### **Legislative action causing a shift in college and career ready standards and assessments**

During the 2013 legislative session, the Indiana General Assembly passed HEA1427 (1B Attachment 1) requiring the implementation of college and career-ready standards by July 1, 2014. In 2014, the Indiana General Assembly then passed SEA91 (1B Attachment 2), which voided the previously adopted set of Common Core State Standards (CCSS) upon the adoption of new college and career-ready standards. The new standards for Mathematics and English/Language Arts were adopted by the SBOE on April 28<sup>th</sup>, 2014, upon the recommendation of the Indiana Education Roundtable (1B Attachments 3, 4 and 5) The Education Roundtable reviewed the standards that were developed by multiple panels of educators from across Indiana (1B Attachment 6). After the panels completed their work, a College and Career Ready panel (panel of higher education institution and career experts) reviewed the proposed standards and recommended them to the Education Roundtable for approval. This panel's task was to certify that students who meet the standards will not need remedial course work at the post-secondary level. (1B Attachment 7 )On May 28<sup>th</sup>, 2014 the Commissioner for Higher Education and the Superintendent of Public Instruction certified that Indiana had completed its work in adopting college and career-ready standards. (1B Attachment 8 )All newly adopted standards are available on IDOE's website: <http://www.doe.in.gov/standards>

HEA1427(2013) also prohibited Indiana's participation in any consortium concerning standards or assessments. As such, Indiana's plan to utilize the Partnership for Assessment of Readiness of College and Careers (PARCC) assessment was no longer a viable option under Indiana law. Consequently, the Governor and Superintendent of Public Instruction sent



letters to remove Indiana from the PARCC Governing Board, effective August 12, 2013. (1B Attachment 9 and 10)

As Indiana was already implementing Common Core State Standards when the General Assembly acted in 2013 and 2014, educators had already transitioned to college and ready standards in their classrooms. The newly adopted standards are also college and career ready, and as such Indiana teachers and students will be able to continue to prepare for college and careers.

Indiana was an earlier adopter of the Common Core State Standards and has been working with educators since 2011 in transitioning classroom practice and standards to align to college and career ready expectations. Therefore, there were many lessons learned during that transition from Indiana Academic Standards to Common Core, and IDOE has designed strategies for supporting educators in this most recent adoption in a very targeted approach.

#### **Technical Assistance for the Transition and Implementation of the college- and career-ready Indiana Academic Standards for English/Language Arts & Mathematics (2014)**

Prior to the adoption of the new Indiana Academic Standards for English/Language Arts & Mathematics (2014), IDOE ~~was preparing~~ **prepared** to support LEAs, schools, administrators, and teachers as they ~~plan~~ **planned** for the 2014-15 school year. IDOE's vision for standards transition and implementation was first presented to the State Board of Education (SBOE) on March 12, 2014. (1B Attachment 11))

IDOE outlined four goals in regards to supporting LEAs, schools, and educators as they transition to the new college- and career- ready standards:

- **100% Responsiveness**
- **100% Awareness**
- **100% Support**
- **100% Engagement**

To meet the goal of **100% Responsiveness**, IDOE issued a needs assessment survey in the Spring of 2014, and sought input from educators as to the most important supports IDOE could provide to assist with the transition to, and implementation of, the new Indiana Academic Standards for English/Language Arts & Mathematics (2014).

**College & Career Ready Standards Needs Assessment**

Indicate which supports will be most useful to you:

- ☐ Standards Correlation documents
- ☐ Quarterly instructional guidance for instruction
- ☐ Model content frameworks
- ☐ Videos on instructional shifts, disciplinary literacy, new resources..
- ☐ Curriculum maps
- ☐ Live PD offered by IDOE specialists/authorized partners
- ☐ Rubric for textbook/digital content alignment to standards
- ☐ Rubric for lesson plan alignment to standards
- ☐ Other

The survey collected data from the field to help IDOE identify and prioritize the resources to be developed and distributed to educators. The survey closed on May 10<sup>th</sup>, 2014 and IDOE received feedback from 1,835 respondents – most of whom self-identified as teachers – that the most highly needed supports included:

- Rubrics for lesson plan alignment to the standards;  
<http://www.doe.in.gov/standards/englishlanguage-arts>
- <http://www.doe.in.gov/standards/mathematics>
- Model Content Frameworks; and  
<http://www.doe.in.gov/sites/default/files/standards/content-framework-development-tool.pdf>
- Resources for Special Populations (students with disabilities, English learners, and High Ability Students).

<http://www.doe.in.gov/standards/special-populations-students>

IDOE ~~is responding~~ responded to the feedback by prioritizing resources aligned to the most demanded supports. IDOE ~~expects to publish~~ published the most highly demanded supports on a rolling basis beginning in July of 2014. (See links above). Thereafter, IDOE will launch additional needs assessment surveys to ensure the needs of educators are continuing to be met.

To meet the **100% Awareness goal**, IDOE is ~~conducting~~ conducted an intentional strategic outreach and dissemination campaign specific to the newly adopted college and career ready

standards during the Summer of 2014. IDOE ~~intends to~~ leveraged our best opportunities to raise awareness of K-12 educators and administrators as they ~~plan~~ planned for the 2014-2015 school year. IDOE ~~has~~ created a new logo to create a fresh new visual for all resources published by IDOE so education stakeholders can readily identify the new resources as part of the new college- and career- ready Indiana Academic Standards for English/Language Arts & Mathematics (2014) portfolio.



To facilitate educator awareness, IDOE ~~will also~~ used desktop delivery models to provide easy access to information as well as social media. IDOE's communication tools such as its website, the Learning Connection, and DOE Dialogue ~~will continue to~~ conveyed all official resources to education stakeholders. A new Indiana Academic Standards for English/Language Arts & Mathematics (2014) web page hub: [www.doe.in.gov/standards](http://www.doe.in.gov/standards) ~~has been~~ was developed to consolidate all official IDOE standards related guidance and documents into one user-friendly location. All postings ~~are were~~ branded and date stamped to indicate they are components of the new standards portfolio of resources. Importantly, the new hub leads to specific resources dedicated to special populations so high ability students, students with disabilities, and EL students ~~are were~~ able to access the new standards as fully and widely as their peers. Over the Summer of 2014, teachers of special population students ~~will be were~~ able to access resources specific for their classroom curriculum and instruction.

Finally, the new standards hub ~~will also~~ has served as a source of information for parents and community members. IDOE staff ~~are working~~ worked to identify existing and emerging resources specifically intended for non-educators, such as parents and guardians, parent organizations, and business/industry stakeholders. <http://www.doe.in.gov/standards/indiana-academic-standards-resource-hub>

On a rolling basis, IDOE specialists ~~will have~~ posted a selection of existing resources specific to those audiences and ~~have~~ communicated in a way to promote access and understanding, such as resources in other languages, resources that are non-technical in nature and written in lay terms, or resources that relate standards as knowledge, skills, or abilities for the classroom or the workplace. One example for E/LA might be a resource making the case for

on why media literacy – a new strand in Indiana’s new standards - is important in the 21<sup>st</sup> century classroom. In mathematics, a resource describing how problem solving is a commonly demanded skill for today’s workplace may be included.

Additionally, IDOE ~~is leveraging~~ leveraged key summer conferences to reach the 100% awareness goal. Each year, IDOE partners with schools across the state to offer “Summer of eLearning” conferences for educators. These highly anticipated and well-attended conferences provided participants with the opportunity to learn about the new Indiana Academic Standards for English/Language Arts & Mathematics (2014), to locate and explore support materials for the transition, and to join in new online communities of practice launched by IDOE. The communities of practice can be found on IDOE's website: <http://www.doe.in.gov/elearning/online-communities-practice>. In 2013, nearly ten percent of Indiana’s educators attended the “Summer of eLearning” regional conferences. In 2014, IDOE ~~is expanding~~ expanded the opportunity for more educators, offering the 19 regional conferences. Crossfunctional teams of IDOE staff ~~will be attending~~ attended each of these conferences to raise awareness and answer questions about the new college- and career-ready Standards. In addition, these teams ~~will also~~ presented during the Summer of 2014 at seven World-Class Instructional Design and Assessment (WIDA) Conferences, aimed at meeting the needs of English learners. **The office of Special Education’s Assistive Technology/Accessible Instructional Materials Resource Center, PATINS, will presented at as many Summer of eLearning presentations as possible in 2014.**

Summer of eLearning Conferences	
Location	Date
Perry Central Jr./Sr. High School (Leopold)	June 2, 2014
Center Grove High School (Greenwood)	June 10, 2014
Yorktown High School (Yorktown)	June 11, 2014
Northfield High School of MSD of Wabash County (Wabash)	June 12, 2014
East Noble High School (Kendallville)	June 13, 2014
Lafayette Jefferson High School (Lafayette)	June 17, 2014
Lowell Senior High School (Lowell)	June 18, 2014
Clinton Central Elementary (Michigantown)	June 19, 2014
Danville Community High School (Danville)	June 20, 2014
Batesville High School (Batesville)	June 24, 2014
South Vermillion Middle School)	June 25, 2014
Scottsburg Middle School (Scottsburg)	June 25, 2014
Clay Middle School (Carmel)	July 8, 2014
Evansville Central High School (Evansville)	July 9, 2014
Richmond High School (Richmond)	July 15, 2014
Clark Middle School (Vincennes)	July 15, 2014
Jeffersonville High School (Jeffersonville)	July 21, 2014
Warsaw Community High School (Warsaw)	July 28, 2014
Chesterton High School (Chesterton)	August 5, 2014

## WIDA/English Learner Development Standards Professional Development

Location	Date
Monroe County Education Resource Center (Bloomington)	June 10, 2014
University of Saint Francis (Fort Wayne)	June 12, 2014
North Central High School (Indianapolis)	June 13, 2014
SCH Administration Center (Hammond)	June 24, 2014
Perry Township Administration Building (Indianapolis)	June 27, 2014
Forest Manor Professional Development Center (Indianapolis)	July 16, 2014
Perry Township Administration Building (Indianapolis)	July 17, 2014

Finally, IDOE staff ~~are~~~~were~~ scheduled for presentations about the standards during annual large-scale Indiana statewide association meetings over the Summer and Fall of 2014. These annual events ~~draw~~~~drew~~ thousands of teachers, administrators, and LEA staff, allowing IDOE to strategically target large audiences to disseminate information about the new standards and assessments, resources, professional development opportunities, and future technical assistance.

We have also responded to the field throughout this school year as schools and districts seek customized assistance in implementation of the new Indiana Academic Standards (2014). Since the fall PD sessions, we have provided several more opportunities for administrators and educators to fully understand the standards and shifts in instruction.

We are in the planning process for presentations at the Summer of eLearning 2015 sessions and how we could collaborate with eLearning staff to provide informational sessions on integrating technology in the classroom and facilitate learning objectives for E/LA and Math.

### Annual Statewide Association meetings

Indiana Urban Schools Association	June 18, 2014
Indiana State Teachers Association	June 19, 2014 (2 sessions)
Indiana School Boards Association	July 8, 2014 (2 sessions)
Indiana Black Expo	July 17, 2014 (number of sessions TBD)
Indiana Non-public Education Association	October 24, 2014 (2 sessions)

In addition to these key live events, educators can access guidance, FAQs, and post questions and comments in professional communities and fora on the Learning Connection. The Learning Connection hosts 81,943 active educator users, who have access to WebEx recordings, training modules, legal guidance, and sample documents. It is free and open to teachers, administrators, students, and parents. IDOE specialists, including specialists serving special populations, ~~will~~ continue to publish official materials on the Learning Connection to ensure all stakeholders have access to information about and resources aligned to the new standards.

To meet the goal of **100% Support**, IDOE staff created two documents that were provided to educators on June 2, 2014, these documents included:

- standards correlation guides
- standards vertical articulations

These resources constitute IDOE's first tier priority, based on experience in transitioning to new standards. The standards correlation documents are available via IDOE's standards **English/Language Arts and Mathematics resources** web page:

<http://www.doe.in.gov/standards/englishlanguage-arts>

<http://www.doe.in.gov/standards/mathematics>

The standards correlation documents offer a side-by-side layout of former and new standards, as well as comparative analysis of the various standards. The correlation documents have proven to be invaluable for teachers as they plan their classroom instruction, allowing teachers to readily identify what resources, lesson plans, and content may already be aligned to the adopted standards. The side-by-side layout also facilitates easy understanding of how specific standards from various sets are similar or dissimilar to one another. An example of an E/LA standards correlation page for 6<sup>th</sup> grade is found in the table immediately below.

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Literature</b>			
<b>6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</b>	6.1.1: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the low end of the range of complexity by the end of grade 6.
<b>6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</b>		RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.</b>	6.3.6: Identify and analyze features of themes conveyed through characters, actions, and images.  6.5.8: Write summaries that contain the main ideas of the reading selection and the most significant details.	RL.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	IAS 2014 shifts the focus from identifying the theme or central idea to determining how it is developed over the course of the text.
<b>6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</b>	6.3.2: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.  6.3.9: Identify the main problem or conflict of the plot and explain how it is resolved.	RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	IAS 2014 addresses both how the characters affect the plot and how the plot affects the characters. The IAS 2014 also increases the expectation by requiring a more in-depth explanation rather than a description.
<b>6.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.</b>			



In reviewing and evaluating the new standards, IDOE intentionally designed an architecture of transparent organization, so that teachers can view the progression on standards across grade levels.

Educator resource toolkits were presented to the members of the State Board of Education and Indiana Education Roundtable during their respective meetings on June 23, 2014. In developing the components of the toolkits, IDOE ~~offers~~ offered a variety of resources for Hoosier educators.

The mathematics toolkit was published on the IDOE standards web pages specific to mathematics on June 26, 2014. For teachers of mathematics, IDOE has developed standard-specific examples (<http://www.doe.in.gov/standards/mathematics> and <http://www.doe.in.gov/standards/englishlanguage-arts>). The examples, presented next to standards, are intended to provide one graphic representation. They are not meant to limit teachers, but to be a starting point. Additional web-based resource links are also included in the toolkits to provide teachers with a jumping off point to identify additional resources. To ensure clarity and common understanding of terms utilized in mathematics, IDOE staff ~~have~~ created a glossary of terms, which is displayed in a graphic immediately below.

Indiana Department of Education

**Indiana Academic Standards for Mathematics – Adopted April 2014**  
**Glossary and Vocabulary Words – Draft 5-29-14**

<b><u>Word or Symbol</u></b>	<b><u>Definition</u></b>
"=" equal	the Same value or the Same in number
< Less than	Smaller value or less in number
> Greater than	Greater value or more in number
2-D	Two Dimensional
3-D	Three Dimensional
<b>A</b>	
AA	Angle Angle Triangle Congruence
Absolute value	The distance of a number from zero; the positive value of a number
Acute triangle	A triangle that has all angles less than 90°
Addend	the numbers being added together.
Addition rule	When two events, A and B, are mutually exclusive, the probability that A or B will occur is the sum of the probability of each event. $P(A \text{ or } B) = P(A) + P(B)$
Additive Inverse	The additive inverse of any number x is the number that gives zero when added to x. The additive inverse of 5 is -5.
Adjacent Angles	Angles that share a common side.
Algorithmic	A set of rules for solving a problem with a specific number of steps
Algorithmic approach	A step by step procedure is used in long division
Alternate Interior Angles	Angles that are on opposite sides of the transversal and on the inside of the given lines.
Analog clock	A time piece that has moving hands and hours marked from 1 to 12 to show the time.
Analytically	A limit can be calculated analytically by using algebra or calculus.
Analyze	Examine in detail
Angle	The opening that is formed when two lines, line segments, or rays intersect.
Angle Bisectors	A ray in the interior of an angle that divides the angle into 2 congruent angles.

For teachers of E/LA, IDOE ~~has also~~ produced a toolkit, published on the website- and it includes the following components: a glossary of terms; a sample reading list organized by genre and grade level; and the text complexity rubric, guidance and samples. The glossary of terms is organized in the same format as the mathematics glossary and includes terms highlighted through the review and evaluation of the standards as key terms teachers commonly need to know. The sample reading list ~~has been was~~ compiled with input from external stakeholders. Like the mathematics examples, the sample reading list is intended to provide a list of exemplar texts as a starting point for schools, rather than a mandatory and comprehensive list.

IDOE ~~has~~ created a robust text complexity rubric, guidance, and samples based on best practices used in other states. The rubric incorporates ~~ed~~ quantitative, qualitative, and task analysis to ensure a comprehensive review of texts that ~~will~~ resonate with unique local student populations. Immediately below is a sample of the text complexity rubric that ~~will~~ ~~has allowed~~ educators to determine the accessibility for specific grade levels.

Measurement of Complexity for Literature (TEMPLATE)	
Text Title:	Genre:
Quantitative Measure(s):	
Qualitative Considerations:	
<u>How much background knowledge is necessary to understand the text?</u> <i>(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)</i>	
<u>Does the text have a single level of meaning or are there multiple/hidden levels of meaning?</u> <i>(Consider the clarity of the theme(s))</i>	
<u>How is the text structured?</u> <i>(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or if there are flashbacks and other manipulations of time)</i>	

Two sample analyses based on the rubric – Charlotte's Web and The Voice – were completed



by IDOE E/LA specialists to accompany the rubric and guidance in the educator resource toolkit.

The last resource included in IDOE's top tier priority resources is guidance for instruction and assessment. This guidance, traditionally reviewed by IDOE's Office of Assessment, ~~will be~~ was published in August so educators ~~may~~ could plan their locally-developed curriculum and instruction scope, sequence, and pacing around the new standards.

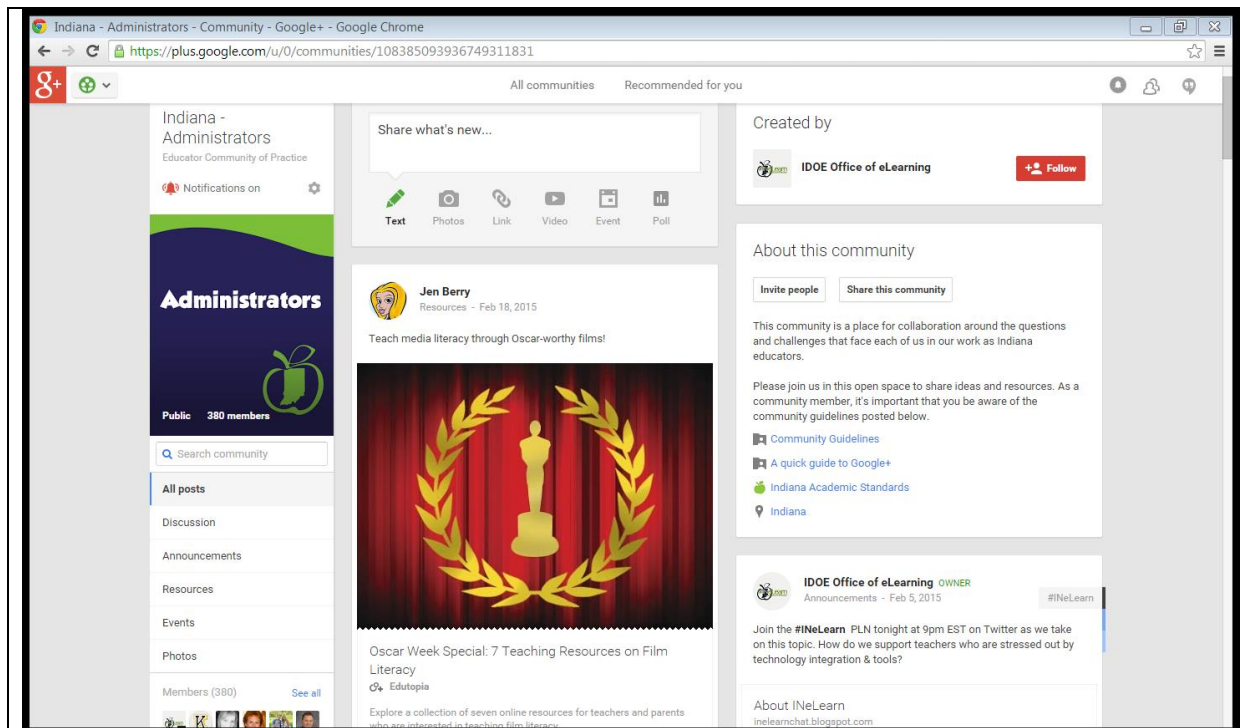
The remaining elements identified via the needs assessment survey ~~are in various stages of development, and will be~~ were completed and released on a rolling basis as quickly as possible, ~~most likely in August and September~~ throughout the start-up of the school year. Additional needs assessment surveys will be launched to drill deeper into what supports are needed in the field, and to identify what resources are being created at the LEA and school levels.

In early June 2014, the Superintendent sent a letter to textbook/curricular material vendors doing business in Indiana to encourage them to work with LEAs to supply additional aligned resources. The letter included the newly adopted sets of standards as well as the correlation guides, so that vendors could identify the alignment of their resources to the new standards. In July 2014, IDOE staff ~~will make~~ made follow up calls to vendors to encourage collaboration with LEAs. A list of textbook/curricular material vendors who ~~will be supplying~~ supplied additional aligned resources ~~will be~~ was shared in the online communities of practices, as available. (1B Attachment 12)

To reach the goal of **100% Engagement**, IDOE ~~has~~ launched online communities of practice for all grade levels and content areas. In fostering these virtual communities, ~~we expect to~~ leveraged local level expertise, innovation, and practitioner perspective in a free-market venue where ideas ~~would be~~ are moderated and badged, but encouraged to organically develop and flow. Since launching these new online communities in early June 2014, ~~there are 52 communities with over 2,000 educator members (as of 6/25/14).~~ 56 communities and over 5,000 members. Content area specialists are moderators of one or more communities and have been working towards the goal of increasing utilization as we continue to get new members.


The Communities of Practice have been an exciting way to share instructional and assessment guidance as it's made available, upcoming events sponsored internally by IDOE departments or externally from our many partnerships. It's also fostered a wealth of "virtual PD" by allow any and all to post resources and discussions around student engagement, assessment preparation, parent resources and much more.

Here's a current snapshot of the Communities of Practice for Administrators:



Following the example of an already established successful online community of almost 200 eLearning coaches, additional Online Communities of Practice ~~have been~~ **were** launched for all grade levels and content areas. These communities ~~will~~ provide teachers and administrators collaborative space to share ideas and resources. Professional development and resources ~~will be~~ **is** provided around the digital content that IDOE ~~is creating~~ **has created**.

This lesson creation work has ~~already~~ begun, with a consortium of educators from LEAs working collaboratively to provide ready-to-implement lessons, a template and teacher checklist to ensure high quality content. Below, a sample of these lesson bundle checklists is found below.



Aspect of Lesson Design	Quality Standard	<input checked="" type="checkbox"/>
<b>Objective</b>	<b>Under Information tab &gt; Objective, include:</b> <ul style="list-style-type: none"> <li>Statements identifying what the students will learn and/or be able to do as a result of the lesson, e.g., "Students will..."</li> <li>Kid-friendly language</li> </ul>	<input type="checkbox"/>
<b>Summary</b>	<b>Under Information tab &gt; Summary, include:</b> <ul style="list-style-type: none"> <li>General summary of the bundle content</li> </ul>	<input type="checkbox"/>
<b>Standards</b>	<b>Under Standards tab, include:</b> <ul style="list-style-type: none"> <li>All applicable standards</li> </ul>	<input type="checkbox"/>
<b>Anticipatory Set/Connection to Prior Knowledge</b>	<b>Under Content tab, include:</b> <ul style="list-style-type: none"> <li>A "hook" to new learning that helps students understand the focus (i.e., Anticipation Guide, Quick Write)</li> <li>Connections from new content to known content</li> </ul>	<input type="checkbox"/>
<b>Teach and Engage</b>	<b>Under Content tab, include:</b> <ul style="list-style-type: none"> <li>Direct instruction at the beginning and gradually release independence to students</li> <li>Formative assessment to check for understanding</li> </ul>	<input type="checkbox"/>
<b>Assessment</b>	<b>Under Content tab, include:</b> <ul style="list-style-type: none"> <li>Formative and/or summative assessment</li> </ul>	<input type="checkbox"/>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Easy to follow and in a reasonable order</li> <li>Fonts, headings, and/or icons help organize content</li> </ul>	<input type="checkbox"/>
<b>Course Content</b>	<ul style="list-style-type: none"> <li>Includes various media resources</li> <li>Links, files, and videos function as expected</li> <li>Rigorous content encourages higher-order thinking (i.e., Blooms)</li> <li>Copyright protections are honored</li> </ul>	<input type="checkbox"/>
<b>Information Literacy</b>	<ul style="list-style-type: none"> <li>Incorporates opportunities to teach</li> <li>Allows students to practice good digital citizenship and information literacy</li> </ul>	<input type="checkbox"/>
<b>Student Interaction</b>	<b>Bundle should include at least one of three forms:</b> <ul style="list-style-type: none"> <li>Student-Student Interaction (e.g., collaborative projects, discussions, etc.)</li> <li>Student-Teacher Interaction (quality feedback)</li> <li>Student-Content Interaction (e.g., engaging content and resources with which students must interact and not just read or watch)</li> </ul>	<input type="checkbox"/>

To implement all of these activities, a cross functional standards planning team lead by the Assistant Superintendent for Student Achievement & Improvement was established, drawing selected staff from the offices of English Learners, Title I, eLearning, Special Education, College and Career Readiness, and Assessment, to ensure a variety of perspectives were

included in planning IDOE's comprehensive supports for all educators and students across the state. The work of the standards planning team ~~is~~ was managed through a project management process, and facilitated by a project manager who orchestrates~~d~~ all of the moving parts associated with this body of work. This structure ensures~~d~~ discipline and focus in our work, so that quality resources ~~are-were~~ produced in a timely manner to empower teachers for the 2014-2015 school year, and beyond. IDOE ~~has~~ also continued cross division planning to develop the Response to Instruction (RTI) model to ensure all students, including students with disabilities and English learners, ~~have had~~ full access to college and career ready standards and specific interventions. Planning meetings occurred on March 5 and April 29, 2014.

Work continues and collaboration among the steering committee as well as our external partners is moving forward. Our internal group meets bi-weekly with monthly partner meetings are happening as well to inform this new body of work. (1B Attachments 13, 14,) To facilitate this work, a ~~future~~ no-cost contract through June 2016 ~~is currently being was~~ finalized with the Great Lakes Equity Center at IUPUI. (1B Attachment 15) During the 2013-2014 school year, IDOE worked with the Great Lakes Comprehensive Center to enhance the resources and provide training on English learners and the RTI framework. The training consisted of a three-part workshop with Dr. Catherine Collier on separating the difference between disability and language. The three-part series included diverse regional representation with well over 100 participants at each session. (1B attachments 16, 17, 18) In addition to the workshops, six hours of webinars were recorded by Dr. Catherine Collier and posted on IDOE's website. Indiana educators ~~have had~~ access to this information at any point on IDOE's website and ~~have had~~ the opportunity to earn Professional Growth Points (PGPs) for viewing. Information and resources can be found at <http://www.doe.in.gov/elme/english-learner-resources>. In addition, IDOE has utilized the WIDA RTI resources. (1B Attachment 19)

The Director of College and Career Readiness has partnered with our Office of Outreach, Office of Special Education and Office of English Learners to continue to steer the work regarding RTI/MTSS processes and framework. Below is an outline of projects the steering committee is currently working towards:

#### **Action 1: Steering Committee**

The Steering Committee will meet 1-2 times per month to discuss RTI work, align efforts to the strategic plan and other offices' work, and carryout particular projects in order to move the work forward in a systematic and efficient manner. The steering committee will include other IDOE staff experts when needed.

#### **Steering Committee:**

- Director of Early Learning and Intervention
- Director of College and Career Readiness

- Director of Outreach
- Assistant Director of College and Career Readiness
- Special Education Specialist
- Special Education Specialist

### **Action 2: Develop RTI webpage presence**

Currently, the RTI documents are in numerous locations and RTI lacks its own identity. A dedicated webpage for RTI will be established on the DOE webpage. The webpage will be the hub of updated information, research, and professional learning for Indiana.

### **Action 3: Partner with Great Lakes Comprehensive Center and Great Lakes Equity Center**

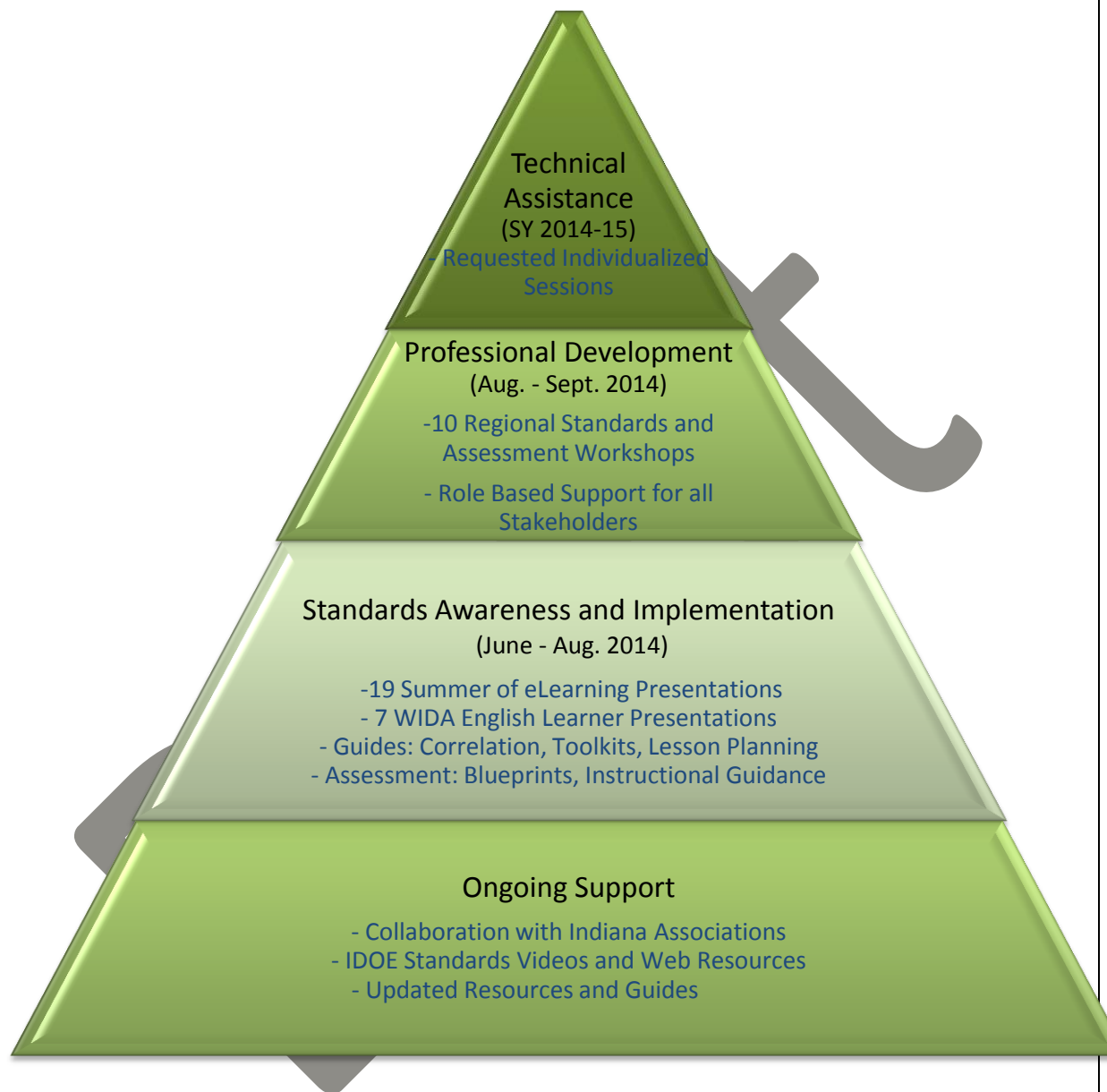
GLCC has a history of working with the Indiana Department of Education on RTI and other numerous projects throughout the agency. GLCC is prepared to assist Indiana in furthering developing and updating Indiana's RTI work. The work will focus on four efforts.

- **RTI Resources** – IDOE will work with GLCC and the Equity Center in refreshing, updating, expanding all RTI documents and resources. Clear scopes of work will be developed with all partners.
- **Special Populations** - GLCC will assist IDOE in continuing RTI professional development related to English learners and special education. A particular focus on the difference between language and disability will be placed. Dr. Catherine Collier, highly regarded expert, will continue working throughout next year.
- **Equity Summit** - GLCC will assist IDOE in planning and executing an "Equity Summit" in the Summer of 2015. Last year's Title I Summit was a success with 500 participants and great feedback. However, the feedback indicated the stakeholders would prefer a more comprehensive summit that included special education, English learning, RTI, and Title I. Several other states hold a similar summit and IDOE staff members attended throughout the year to learn and understand how to execute a world-class Equity Summit. Staff members from multiple office and divisions are prepared to assist in executing this event.
- **Professional Development** – GLCC will continue working with Outreach on the leadership series work to establish state capacity with leadership. GLCC and the Equity Center will work with IDOE to create an effective professional development series for RTI. This will be implemented during the 2015-2016 school year.

With the needs assessment survey completed, the development and publication of key high quality resources, and the summer awareness campaign complete, IDOE ~~will~~ focused resources on strategic professional development opportunities targeted to meet the needs of all education stakeholders, including teachers of various subjects and serving special populations, administrators, and LEA staff in the Fall of 2014.

The pyramid graph represents IDOE's holistic approach to ensure all stakeholders are

prepared for the new standards at the outset of the 2014-2015 school year, from ongoing support and raising awareness of the new standards, to professional development and technical assistance.



IDOE ~~will~~ hosted 10 regional professional development conferences with role-based sessions specific to the unique needs of the spectrum of education stakeholders, including the following:

- Elementary Teachers
- Math Teachers
- English/Language Arts Teachers
- Humanities & Social Studies teachers
- Science Teachers



- CTE teachers
- Teachers of English learners
- Teachers of students with disabilities
- Principals
- Superintendents
- School counselors
- Central office staff
- Parents and community members
- Higher education professors and administrators
- Business and industry representatives

(1B Attachment 20)

The regions ~~are~~ aligned to Indiana's Education Service Centers and IDOE's outreach regions, and leverag~~ing~~ existing networks and physical and human resources to execute events of the envisioned size and complexity. Event venues ~~will be~~ were located on the campuses of postsecondary institutions and businesses in order to maximize awareness and participation by those stakeholders.

During these 10 sessions, the Indiana Department of Education traveled to each region with teams of staff representative across departmental offices and introduced teachers, administrators and other educational staff as well as family and community members to the Indiana Academic Standards and related assessments effective with the 2014-15 school year.

Breakout sessions were developed for Administrators, Elementary Educators, English/Language Arts educators, Mathematics, Content Literacy, and Parent/Community members. The breakouts focused on an overview of the new standards, resources available to help with implementation, the shifts found in both English/Language Arts and Mathematics as it relates to instruction and curriculum including: Text Complexity, Academic Vocabulary, Finding Evidence, Depth of Knowledge and the importance of informal assessment to check for understanding. Additionally, each educator group was paired at some point during their breakout with an assessment specialist, who discussed and answered questions regarding the new assessments.

The Parent/Community breakout was orchestrated around parent concerns, discussions and best practices in preparing students for college and career readiness. In some sessions, this group was co-facilitated by local community organizations and/or after school programs.

Overall, the demand for the regional PD sessions was high; all sessions were at capacity within 48 hours of publishing registration. The sessions saw almost 2,000 attendees total throughout the entire PD offerings.



These events ~~will were be~~ captured on video to produce clips for web-based information hosted on IDOE's dedicated standards web pages. Content used for professional development events and input gleaned from them ~~will were be~~ captured and utilized in web-based resources, such as Frequently Asked Questions and guidance documents. **To see these resources, click on the following link: <http://www.doe.in.gov/standards/indiana-academic-standards-resource-hub>.**

Targeted technical assistance ~~will~~ **continues to** be provided on a case-by-case basis, as determined through collection of information and needs identified by the desktop and onsite cycle monitoring. The Director of College and Career Readiness ~~will~~ **prioritizes** corporations and schools with the greatest needs, and develops a technical assistance calendar for support by appropriate college and career ready staff. Technical assistance ~~will~~ **is being** provided to individual corporations and schools on a rolling basis starting in the Fall of 2014 and throughout the 2014-2015 school year and beyond. Content used for technical assistance visits and input gleaned from them ~~will be~~ **is being** captured and utilized in web-based resources, such as Frequently Asked Questions and guidance documents. **The CCR team has provided over 40 technical assistance visits to schools/districts and continues to collaborate with other IDOE offices to provide this support to the field.**

#### **Monitoring of implementation of newly adopted college and career ready standards**

Pursuant to Indiana Code (IC) 20-26-12-24, teachers, administrators, and school boards have statutory authority to determine curricular and instructional materials for their schools and school corporations at the local level. As a matter of law and practice, curriculum and instruction is left to local control.

To monitor implementation, IDOE ~~will~~ **launched** a multi-tiered monitoring plan, using a blend of conventional and new monitoring approaches.

Traditionally, IDOE collects annual assurance through its accreditation process by school principals that there is curriculum compliance with adopted statewide standards. This process is authorized by Indiana Administrative Code (511 IAC 6.1-5). In addition to assurances, IDOE ~~will~~ **added** two new monitoring methods:

- 1) IDOE ~~will~~ **embed**ded standards monitoring within existing monitoring systems across federal education and grant programs (including Title I, Title II, Title III, and Migrant Education programs). Grants Management Monitoring and Reporting (GMMR) Specialists who are already engaged in local monitoring at the onsite and desktop levels for Title IA, Title IIA, and Title III programs ~~will~~ **added** questions and ~~seek~~ **sought** evidence of local curriculum and instruction aligned to the new college and career ready standards. Upon collection of information and evidence, the College- and Career- Readiness Director in the Division of Student Achievement & Improvement ~~will~~ **is in the process of consolidating this** information and **will** work with the Director of Special Education and the Director of Early Learning and Intervention to ensure local level access to the new standards by students with disabilities and

English learners. Professional development ~~will be~~ is also being identified through this process to ensure IDOE is offering resources and supports needed by educators.

An example of the document used to obtain this information from schools is attached.

The monitoring checklist will be utilized to gauge how the Indiana Academic Standards (2014) have been implemented with fidelity and how information was shared with administrators, teachers and parents regarding changes in the standards. Examples of evidence includes:

- Email communications
- Paper communications
- Staff meeting agendas
- PD registrations
- Sign-in sheets to district-led PD;

Additionally, evidence regarding the new changes to locally controlled curriculum and instruction is also being collected. This evidence includes:

- Curriculum mapping and/or pacing guides examples
- Lesson plan alignment
- Text-complexity analysis
- Instructional shifts examples

Evidence that resources are being utilized and shared is also indicated in the monitoring checklist. Those examples include:

- Correlation documents
- Mathematics examples
- Educator's toolkit
- Instructional and assessment guidance

Other monitoring checklist areas concern the involvement of all parents, including parents of children with disabilities, English learners, and high ability. The evidence requested includes:

- Email communications
- Paper communications
- Registration sign-in sheets for informational meetings/conferences

As we receive the evidence from schools regarding their evidence in each area, we will be able to determine if there was, in fact, 100% awareness of the Indiana Academic Standards (2014) implementation.

Finally, the last item in the monitoring checklist asks schools to share what additional resources from the IDOE would be helpful in assisting with the standards and/or assessment transition. This will be very useful as we continue to plan PD and resources that are responsive to the field.

2) IDOE ~~will~~ continues to monitor local implementation of the standards through the

online communities of practice, which ~~will be~~ is moderated by IDOE specialists. As moderators, IDOE staff ~~will~~ have a statewide vantage point of discussions, trends, peer-to-peer resource sharing, which can be communicated broadly with interested stakeholders. Additionally, IDOE specialists ~~will~~ are also ~~be~~ able to identify emerging needs in the field so the goal of 100% responsiveness ~~can be~~ is being met. Through the online communities of practice, IDOE specialists ~~will~~ have real time access to field demands and needs – without imposing a new data collection on the field.

### Continued CCR Standards Support 2015-2018: “Think Globally, Act Locally”

Moving forward, the next steps for this year, and, subsequently the next three years will involve a cross-departmental approach as we listen to feedback, needs, and wants from the field.

Initially, after the 2014-15 assessments are completed and cut-scores are determined, the IDOE will create an analysis of needs based on several metrics and indicators. While it will be imperative to look at the comprehensive skill gaps--across sub-groups, and across all grade levels, a deeper understanding of deficits found in each skill area tested will also be necessary to provide the most precise and targeted support possible.

As we drill down this data, it is essential to keep our Priority and Focus schools at the forefront of the conversation and how we can best address their areas of need, while simultaneously working to ensure all schools and districts have the tools and resources they need to customize their own professional development strategies. This “**Think Globally, Act Locally**” approach is intentional and will inform how we proceed during the next three years.

Once the gap analysis is complete, our team will begin designing professional development focused on strengthening the curriculum and instruction necessary in regards to the Indiana Academic Standards (2014) and relevant to the specific instructional shifts.

For instance, if there is a large discrepancy in reading comprehension scores (within one and/or all grade levels and/or sub-groups), systemic resources (such as webinars, workshops, conferences, parent resources, etc.) will be developed to meet this critical need and skill, **Think Globally**. Additionally, reading comprehension scores will be specifically analyzed in our Priority and Focus, and another layer of support will be identified to best meet the exact needs of these schools, **Act Locally**. Schools are the cornerstones of any community, and it would be remiss to not include the Office of Outreach, community leaders, afterschool networks and organizations that could also help with this effort in our Priority and Focus schools.

In collaboration with the Office of Outreach, the College and Career Readiness staff will also analyze summative data regionally throughout the state. This will allow another phase of targeted professional development activities in which outreach coordinators can take the lead in providing logistical and physical support, such as a centralized location and the

commonalities of possible topical areas that could be presented.

Work with our external partners will continue, including Great Lakes Comprehensive Center, Great Lakes Equity Center, and our Education Service Centers. Through our ESC liaisons, we will continue to work with professional development program coordinators throughout the state and share ideas and resources as we service all schools and populations.

Thinking globally, we will continue to find ways to engage students and parents in the learning process, and the purpose and importance of being college and career ready. Click [here](#) for a link to our most recent parent communication regarding assessment FAQs.

Once new CCR assessments are determined for implementation in the 2015-2016 school year, our staff will work with cross-departmentally to produce provide guidance to all stakeholder groups (i.e. teachers, administrators, teachers, parents) on how they can support their students at home and in everyday learning. This guidance will also be shared with schools and available on the IDOE website.

Acting locally, we will provide intensive, targeted support and resources and work with all stakeholders to ensure all students are working towards the promise of college and career.

#### Students with Disabilities

##### **Transitioning to and Implementing College and Career Ready Standards: Technical Assistance**

The IDOE is fully committed to ensuring that students with disabilities have equal access to the college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014) and that teachers serving students with disabilities are prepared to effect a successful transition to the new standards, utilizing a variety of resources.

Indiana has an existing network of technical assistance (TA) resource centers providing support, technical assistance, and professional development to LEA personnel across the state who work with students with disabilities. The Indiana Resource Network (IRN) currently includes seven TA resource centers that focus on various areas designed to improve the education of and services to students with disabilities. The centers work individually, collaboratively, and in conjunction with IDOE's Office of Special Education to support activities designed for teachers and parents to ensure that they have the knowledge and tools needed to ensure that students with disabilities receive an appropriate education, based on the college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014).

Three of the TA resource centers provide professional development and support to LEA personnel in areas related to Indiana's Academic Standards for English/Language Arts and Mathematics (2014):

- Indiana IEP Resource Center (<http://indianaieprc.org>) The IEPRC supports LEA personnel in activities around developing Individualized Education Programs (IEPs)

with a focus on writing, implementing, and measuring appropriate goals based on Indiana's Academic standards.

- PATINS - Promoting Achievement through Technology and Instruction for All Students (<http://patinsproject.com>) In addition to assistive/accessible technology, PATINS provides training on Universal Design for Learning.
- Indiana Secondary Transition Center (<http://www.iidc.indiana.edu/index.php?pageId=3283>)  
The Center provides training to Indiana educators to ensure that standards-based IEP goals are written, implemented, and provide meaningful transition to postsecondary education and/or careers.

Examples of professional development and resources made available by these TA resource centers: (as of June 30, 2014)

TA Resource Center	Professional Development	Date
IEP Resource Center	1B Attachments 21, 22	Dates listed within evidence
Secondary Transition Center	1B Attachments 23, 24	Dates listed within evidence
PATINS	1B Attachments 25, 41	Dates listed within evidence

TA Resource Center	Resources	Link
IEP Resource Center	Files including but not limited to: compliance, inclusive practices (access to general education standards and curriculum), measureable standards based goals, and progress monitoring	<a href="http://www.indianaieprc.org/index.php/remository/browse-downloads">http://www.indianaieprc.org/index.php/remository/browse-downloads</a>
Secondary Transition Center	Various resources, including but not limited to: Tuesday's Transition Tips; Model for Aligning Self-determination and the General Curriculum Standards, Co-teaching and collaboration for diverse learners, and Developing Educationally Meaningful and Legally Sound IEPs: Measurable Annual Goals	<a href="http://www.iidc.indiana.edu/index.php?pageId=3304&amp;lang_search=INSTRC">http://www.iidc.indiana.edu/index.php?pageId=3304&amp;lang_search=INSTRC</a>
PATINS	Educators: Over 700 links to internet based resources	<a href="https://delicious.com/patins">https://delicious.com/patins</a> ; <a href="http://patinsproject.com/index.php?option=com_c">http://patinsproject.com/index.php?option=com_c</a>

		<a href="#">ontent&amp;view=article&amp;id=35&amp;Itemid=8</a>
PATINS	Family Resources: parent trainings, summer programs, etc.	<a href="http://patinsproject.com/index.php?option=com_content&amp;view=article&amp;id=37&amp;Itemid=7">http://patinsproject.com/index.php?option=com_content&amp;view=article&amp;id=37&amp;Itemid=7</a>
PATINS	General Services	<a href="http://patinsproject.com/index.php?option=com_content&amp;view=article&amp;id=90&amp;Itemid=23">http://patinsproject.com/index.php?option=com_content&amp;view=article&amp;id=90&amp;Itemid=23</a>

The other TA resource center members of the IRN provide collateral support to teachers in improving outcomes for students with disabilities, as well as to parents.

- IN\*SOURCE - Indiana Resource Center for Families with Special Needs (<http://insource.org>) As Indiana's federally funded parent training and information center, IN\*SOURCE provides parents, families and service providers with the information and training necessary to assure effective educational programs and appropriate services for students with disabilities.
- PASS – Promoting Achievement for Students with Sensory Loss (<http://www.indstate.edu/blumberg/pass/>) This center provides statewide support, technical assistance and professional development opportunities for educators designed to improve instructional quality, promote academic achievement, and foster successful post-secondary transition outcomes for students with sensory loss.
- PBIS Indiana – Positive Behavioral Interventions and Supports Resource Center (<http://www.indiana.edu/~pbisin/about>) PBIS Indiana supports a statewide network of culturally responsive schoolwide PBIS sites and provides technical assistance and professional development to increase educators' knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate, and least restrictive environment placement.

As part of its effort to ensure students with disabilities have access and successfully transition to the college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014), IDOE's Office of Special Education added a seventh TA resource center to its existing network. Project SUCCESS was added to the IRN in April 2013.

(<http://www.projectsucccessindiana.com>) Project SUCCESS is a TA resource center developed and managed by Public Consulting Group (PCG) in collaboration with the Office of Special Education. To further its goal of supporting higher academic achievement for students with disabilities, Project SUCCESS helps LEAs build local capacity to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. Project SUCCESS supports teams of teachers and administrators in Indiana as they work to implement academic standards into instruction for students with disabilities, providing current, research-based resources related to content standards, instructional design, and student outcomes specifically designed to meet the needs of students with disabilities. In addition, the resource center will also provide

assistance in the transition to the new alternate assessment. Project SUCCESS maintains a resource center that provides support and technical assistance to teachers throughout the state through on-site visits, webinars, and by the dissemination of useful information via email and social media.

During the summer of 2014, Project SUCCESS ~~is providing~~ **provided** regional trainings to LEA personnel on instruction based on the new academic standard and assessments using National Center and State Collaborative (NCSC) resources. (1B Attachment 26, 27, 28). In addition Project SUCCESS makes the following resources available to all LEA personnel:

Professional Development Modules	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=category&amp;id=16&amp;Itemid=484">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=category&amp;id=16&amp;Itemid=484</a>
NCSC Resources	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=category&amp;id=17&amp;Itemid=501">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=category&amp;id=17&amp;Itemid=501</a>
2014 Summer Training Resources	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=57:summer-training-june-decatur&amp;catid=21:events&amp;Itemid=504">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=57:summer-training-june-decatur&amp;catid=21:events&amp;Itemid=504</a>
PS Did you Know (Tip of the Week)	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=48:p-s-did-you-know&amp;catid=22&amp;Itemid=507">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=48:p-s-did-you-know&amp;catid=22&amp;Itemid=507</a>
Webinars	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=featured&amp;Itemid=435">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=featured&amp;Itemid=435</a>

Each year the Office of Special Education will reevaluate the work of the IRNs to make sure they are providing technical assistance and professional development to LEAs in an effective manner. This will be done by requiring End of the Year reports as well as communicating through calls and emails to discuss progress on federal special education compliance indicators as well as discuss the IRNs work that helps students with disabilities access the College and Career Ready Indiana Academic Standards for English/Language Arts and Mathematics (2014). Each year the IDOE Office of Special Education will review the specialty areas of the IRNs to see if their current areas of expertise or new areas of assistance are needed to provide support to LEAs. Surveys and conversations with stakeholder groups will occur to determine this. (added to explain what we will do for the next 3 years).

In addition to utilizing the IRN to ensure that LEA personnel and parents are prepared to successfully transition students with disabilities to the new academic standards, IDOE will conduct the following activities:

#### Needs Assessment Survey

As mentioned previously, IDOE aims to be 100% responsive to field needs. As educators implement the new standards, we expect emerging needs for support to arise over time. The 1,835 respondents to the needs assessment survey that closed on May 10<sup>th</sup> 2014 indicated that resources for teachers of special populations are highly needed. IDOE specialists have been researching what resources other states provide to support standards implementation for students with disabilities. Information collected from this research will inform a second survey aimed at honing in on specific and meaningful resource options for special education



and general education teachers. This survey will be launched in late July 2014. Results will inform (1) the identification and prioritization of IDOE developed resources in August and September, (2) the identification and prioritization of resources to be developed over the longer term by external partners hired by the IDOE, (3) role-based breakout sessions during the ten regional professional development sessions in the fall, and (4) targeted technical assistance during the remainder of the 2014-2015 school year.

In response to the needs assessment survey, the Office of Special Education hosted a live virtual professional development webinar in October 2014. Presentations were given by various staff members from multiple IDOE departments as well as several IRNs. Some presentations discussed; the New English/Language Arts and Mathematics standards, new assessments, differentiation, universal design for learning and inclusive practices. The presentations were recorded and are posted at: <http://www.doe.in.gov/specialed/virtual-professional-development>. (added as an update as what has taken place since July 2014 as it provides our response to what teachers want/need.)

#### Regional Professional Development

The ten Regional Professional Development Sessions (described in the previous paragraph) anticipated in August and September will offer a plenary session for all attendees, including special education practitioners, as well as role-based opportunities to dig deeper into the standards and apply them to a classroom tool. These professional development sessions will be hosted and facilitated by IDOE staff, with the help of strategic partners, including members of the higher education and business and industry communities. The sessions will leverage existing networks already established statewide, including the IDOE's outreach coordinators and the Educational Service Centers. Sessions specific to standards implementation for students with disabilities will include partner facilitators from ~~special education cooperatives~~ and (originally on page 77) the Indiana Resource Network in order to provide outreach support for standards implementation.

#### Communities of Practice

It is the expectation that the three Special Education Communities of Practice (organized as grade levels K-5, 6-8, and 9-12) that have a combined total of ~~87~~ 435 members as of ~~June 26<sup>th</sup>~~ February 9, 2015 will serve as an engine for resources powered by practitioners who know their craft and wish to share promising practices, tools, and resources they believe are effective in teaching the new standards to their students. We expect those memberships to grow over time, allowing real-time grassroots sharing that will be supported by an IDOE special education specialist who will moderate the Communities.

#### Parents

The Office of Special Education will work with IN\*SOURCE to develop and distribute resources for parents to ensure their understanding of the new academic standards and what

that means for students with disabilities. In addition, parents will have access to standards information via the IDOE's parent pages on the new standards hub. **Resources will be updated as needed. (Originally pg. 77; added to address the 3 year plan)**

#### State Systemic Improvement Plan

The Office of Special Education is currently transitioning to the second phase of the Indiana State System Improvement Plan (SSIP). This is in response to the USED's focus on results-driven accountability which is defined by provided by evidence-based instruction and interventions that prepare students with disabilities for post-secondary opportunities. Indiana's general focus is on academic outcomes for students with disabilities. Following the USED Office of Special Education Program's framework, Indiana has identified a stakeholder group and is working through the SSIP phases including: data collection and analysis to identify gaps in student performance, analyses of State Infrastructure, identification of the State Identified Measurable Results (SIMR), and development of a theory of action. The stakeholder group is comprised of special education and general education teachers, principal association representative, administrators, a representative from IN\*SOURCE (our Parent Training and Information Center), and IDOE staff from multiple divisions. Indiana has developed the SMIR, which is "Indiana will increase reading proficiency achievement for 3<sup>rd</sup> and 4<sup>th</sup> grade, male students eligible for free/reduce lunch, identified with Specific Learning Disabilities." Collaboration and conversations with multiple divisions within the IDOE in the transition to the Indiana Academic Standards in English/Language Arts and Mathematics (2014) and new assessments will continue as the SSIP is developed and implemented.

#### **Transitioning to College and Career Ready Standards: Preparation for Post-Secondary Transition**

Indiana is committed to ensuring that students with disabilities are prepared to transition to appropriate post-secondary college or career opportunities. The college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014) are the foundation for successful college and career preparation.

The Secondary Transition Center, Project SUCCESS, and the Indiana IEP Resource Center work directly with LEAs to ensure that: (1) LEA personnel understand how to write appropriate standards-based and transition goals and (2) LEAs develop appropriate and compliant transition goals. Transition IEPs must contain both postsecondary transition goals, as well as annual standards based academic and/or functional goals that support and align with the postsecondary transition goals. These technical assistance efforts will continue as the new academic standards are implemented in the 2014-15 school year **and beyond**.

#### **Transitioning to College and Career Ready Standards: Selecting and Administering Instructional and Assessment Accommodations in the Context of the New Standards; Transition from IMAST; Students Assessed against Alternate Achievement Standards**

Selecting and administering instructional and assessment accommodations in the context of

### the new standards

Through assistance from the TA resource centers and guidance on the selection of accommodations and assessments developed by IDOE, students with disabilities will have the opportunity to access and achieve under college and career ready standards. Additionally, the assistance and guidance provide Indiana's teachers with a better understanding of how to incorporate the standards into daily curriculum to guide instruction of students with disabilities who need more than the core instruction provided to all students. As a part of this technical assistance, Indiana is committed to the analysis of the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity for achievement and growth through the college and career ready standards.

For students with disabilities who are assessed against grade level standards, IDOE's Office of Special Education and the Office of Student Assessment collaborated with a variety of external stakeholders to develop a guidance resource to assist LEA personnel in making appropriate decisions about instructional and assessment accommodations, as well as in selecting the appropriate assessment. The resulting guidance resource - *Statewide Assessment Resource Guide and Toolkit* - was developed and made available to LEAs in January 2013. (1B Attachment 29) **Changes were made to the document in July 2014 to reflect the transition away from IMAST. Additionally, a stakeholder work group met in the February of 2015. The group decided to update the document further to reflect the transition to College and Career Ready assessment as well as create a parent companion piece. Once documents have been completed webinars will be created to review and explain both documents and release to the public on Learning Connection as well as emailed to stakeholder groups to be distributed. The documents will be reviewed at least annually and updated as needed. (as part of 3 year plan)**

### Transition from IMAST

With the phasing out of the Indiana Modified Achievement Standards Test (IMAST) as a statewide assessment option in the 2013-14 school year, the need for and use of the *Statewide Assessment Resource Guide and Toolkit* (described in the previous section) became more critical. Students assessed on IMAST are at grade level and on a track to graduate with a traditional diploma and will transition to the college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014). *The Statewide Assessment Resource Guide and Toolkit* (Resource Guide and Toolkit) provides necessary support to educators, as instructional and assessment accommodations will be in higher demand for these students in order to ensure appropriate access to the new standards and success on the new statewide assessment.

Staff from the Office of Special Education and the Office of Student Assessment reviewed the current guidance in November 2013 to ensure its continued efficacy and will ensure its availability to LEA personnel and parents during the Summer of 2014. The TA resource centers will also utilize the Resource Guide and Toolkit in their work with individual LEAs and parents as appropriate. The Resource Guide and Toolkit will assist LEAs in making

appropriate assessment decisions within the case conference committee process, and encourage parents to be an integral part of the decision-making process. These supports will ensure that case conference committees across the state consider consistent information when making student accommodation and assessment decisions and that, with the phasing out of IMAST, students have the appropriate accommodations to learn and be successful on the appropriate assessment.

In addition to the Resource Guide and Toolkit, the Office of Special Education and Office of Student Assessment collaborated on a series of five webinars to help inform LEA personnel and parents of the transition from IMAST and the implications of that transition. The webinar topics include: tips on the transition away from the modified assessment, online resources, resources for parents, standards-based IEPs, and Universal Design for Learning. Four of the webinars have been completed and are posted for viewing. The fifth is scheduled to be completed and posted in the Summer of 2014.

<http://www.doe.in.gov/specialed>

#### Students assessed against alternate achievement standards

For students who are assessed against alternate achievement standards, Indiana has implemented the National Alternate Assessment Center's (<http://www.naacpartners.org/>) professional development and guidance on the assessment and instruction of students with the most significant cognitive disabilities. The objective of this guidance is to: (a) assess and align grade level content for students with the most significant cognitive disabilities, (b) identify instructional activities that relate to the college and career ready Indiana Academic Standards for English/Language Arts and Mathematics (2014) for this population of students, while embedding communication, motor, and social skills into curriculum, and (c) identify appropriate supports to ensure success.

Indiana participates in the General Supervision Enhancement Grant (GSEG) through the National Center and State Collaborative (NCSC) which focuses on creating a new alternate assessment to replace Indiana's current alternate assessment (approved by State Board of Education 6/23/14, <http://www.in.gov/sboe/2550.htm>). ~~The~~ NCSC is dedicated to providing substantive professional development on appropriately and effectively teaching students with cognitive impairments. It centers on how to provide appropriate instruction in English/Language Arts and Math. The professional development will involve curriculum, the standards of which will be the 'core content connectors' which are linked to the Indiana Academic Standards for English/Language Arts and Mathematics (2014).

Examples of some of the technical assistance that has and will continue to be provided by Project SUCCESS are: regional content area trainings using NCSC materials, webinars, tip of the week, and/or consultation at the school, LEA or special education administration level. (<http://projectsuccessindiana.com/content/>) (1B Attachments 26, 27, 28 & website)

Indiana will continue to inform parents and the community of waiver commitments such as the new alternate assessment. In the Summer and Fall of 2014 the Office of Special Education will provide the NCSC Parent FAQ and other resources created by NCSC in which to inform parents of the change in assessments and standards. <http://www.ncscpartners.org/resources> (1B Attachment 30) The Office of Special Education will work with IN\*SOURCE to develop and distribute resources for parents to ensure their understanding of the new alternate assessment and what that means for students with disabilities. Upon the outcome of the 2015 assessment procurement process, the Office of Special Education, in collaboration with the Office of Student Assessment, will provide a Parent FAQ in which to inform parents of the change in assessments. Each year the FAQ will be reviewed and updated as needed. Input from IN\*SOURCE, Indiana's Parent Training and Information Center, will be sought. (3 year plan).

#### **Transitioning to College and Career Ready Standards: Monitoring Implementation**

Monitoring for local alignment of curriculum and instruction to the new standards as delivered to students with disabilities will be embedded in existing desktop and onsite cycle monitoring as previously described in Principle 1B – Monitoring of Implementation of Newly Adopted College and Career Ready Standards. Monitoring questions and protocols for collecting relevant and meaningful evidence will be developed by a Special Education Specialist working with Grants Management Specialists in the Fall of 2014. Questions and protocols will be differentiated to monitor the delivery of standards to students with disabilities in general education classrooms and in less-inclusive educational settings (e.g., resource rooms, self-contained classrooms, separate facilities).

#### **Family and Community Engagement and Outreach**

For family and community engagement and outreach, many of the TA resource centers utilize parents on their advisory boards, as well as offer trainings and workshops to parents on a variety of topics. These boards include parents of students with disabilities in a variety of ways. Some boards encourage traditional participation, while the Indiana IEP Resource Center incorporates parent participation in its advisory work groups based on specific topics. All of the resource centers partner and collaborate with IN\*SOURCE, ARC of Indiana, and/or other parent information and advocacy groups in various ways.

Indiana's Director of Special Education and staff from the Office of Special Education regularly report out to groups on a variety of educational issues, including standards and assessments. The various groups include parents of students with disabilities, community members, general and special education personnel, and special education interest groups, e.g., Indiana Council of Administrators of Special Education (ICASE), State Advisory Council on the Education of Children with Disabilities (SAC), IN\*SOURCE, and the State Systemic Improvement Plan (SSIP) Stakeholder Group.

The Director of Special Education will request that all TA resource centers ensure that their advisory boards and/or constituents are informed of the new standards and assessments and

include the information in any newsletters or similar communications. Below is a chart indicating communication activities.

<b>Office of Special Education TA Resource Center</b>	<b>Activity</b>	<b>Date</b>
Project SUCCESS	Quarterly Advisory Board meetings	Quarterly
Project SUCCESS	Indiana Council of Administrators of Special Education (ICASE) conference presentation	February 2014
IEP Resource Center	IN*SOURCE (transition)	September 2014
IEP Resource Center	FIEP Advisory group-ARC and IN*SOURCE	April 2014
Office of Special Education	Meeting with IRN members	June 2014
Office of Special Education	Indiana Council of Administrators of Special Education	Fall 2013 Spring 2014 Fall 2014
Office of Special Education	Indiana Council of Administrators of Special Education Regional Roundtable meeting (Special Education and Assessment Specialists)	March 2014
Office of Special Education	Presentation at semi-annual training for IN*SOURCE staff	Fall 2014
Office of Special Education	Included in presentation to State Advisory Council on the Education of Children with Disabilities	March 2014 June 2014 September 2014
Office of Special Education	State Systemic Improvement Plan (SSIP) Stakeholders meeting	April 2014 Fall/Winter 2014
Office of Special Education	Training for new special education directors	July 2014
Office of Special Education	Indiana Association of School Psychologists presentation	Fall 2014
Office of Special Education	Presentation to Education Committee of ARC of Indiana	to be scheduled
Office of Special Education	Monthly meeting with IN*SOURCE liaison	Ongoing
Secondary Transition Center	7 Transition Cadres include IN*SOURCE and parents	Ongoing
Secondary Transition Center	Trainings on the transition IEP and best practices in the transition planning process trainings (includes parents)	Ongoing
Secondary Transition Center	Statewide Transition Policy Workgroup (includes parent)	3-4 times a year
PATINS	Family Resources: parent trainings, summer	Ongoing



	programs, etc.		
IN*SOURCE	Quarterly newsletter	Quarterly	

(1B Attachments 31, 32, 33, 34, 35, 36, 37, 38, 39, 26, 40, 21, 27. 28, 41, 22, 24)

### English Learners

In 2011, for English earners, IDOE leveraged the work of Great Lakes East Comprehensive Center/American Institutes for Research to conduct an analysis of the correspondence between Indiana Kindergarten English Language Proficiency (ELP) standards and the linguistic demands of the Common Core State Standards. The analysis was completed and shared with educators across the state at the end of 2011.

Additionally, IDOE worked with GLE to develop a definitive timeline of activities to support Indiana in the development and dissemination of new ELP standards aligned to the CCSS. The timeline was complete by the end of April, 2012. In addition to supporting teachers of EL students in the transition to the new ELP standards, correlations were drawn to the CCSS for English/language arts so that both EL teachers and general classroom teachers understand the relationship between these standards, as well as their interdependence in the success of EL students. In 2012, training focused around how the teachers, especially classroom teachers, use the standards to plan instruction for EL students. By effectively supporting teachers in knowing how to plan meaningful instruction for their EL students related to the CCSS in English/language arts, as a result IDOE additionally supported teachers in preparing their EL students for the transition to the new assessment.

Indiana provided professional development and other supports to prepare teachers to teach all students, including English Learners, to the CCSS. The Great Lakes Comprehensive Center and The Center for Applied Linguistics (CAL) served as a partner in this work. The initial focus was to help teachers understand how teaching reading to English Learners is different than teaching reading to native speakers. This support was provided to general classroom and EL teachers as a means of supporting EL students in all educational settings. In 2013-2014, IDOE continued the partnership with Great Lakes Comprehensive Center and the Center for Applied Linguistics to provide Train the Trainer Sheltered Instruction Observational Protocol (SIOP) training for a cohort of LEAs across the state. The participating LEAs will conduct local SIOP training and implement in 2014-2015. The participants of this first cohort were eligible for an additional professional development grant that provided dollars to conduct SIOP training at the local level. The SIOP Train the Trainer professional development will continue during the 2014-2015 school year with an additional cohort and continued support for implementation for the first cohort.

IDOE monitored the work of a consortium of 28 states participating in World-class Instructional Design and Assessment (WIDA). In early November of 2011, WIDA released a



draft of the 2012 English Language Development standards.

IDOE received a white paper (1B Attachment 42) in the Fall of 2012 from the Indiana Teachers of English to Speakers of Other Languages (INTESOL) indicating that IDOE should join the WIDA consortium in order to use the WIDA English language development standards and the ACCESS assessment. IDOE leveraged the work of the Great Lakes Comprehensive Center, the WIDA consortium, INTESOL Leadership Group, an internal key stakeholder group, and external work groups to evaluate the 2003 Indiana English Language Proficiency standards in order to make a recommendation on college and career ready English language development standards (1B Attachments 43, 44, 45). The consensus among all of the work groups was to adopt the WIDA English Language Development Standards. After the recommendation was made, the standards were posted for public comment. Information was disseminated through the DOE Dialogue, INTESOL leadership listserv, and the Title III/NESP Learning Connection community. The comments spanned from all regions of the state and came from educators, administrators, parents, and community members. The overall approval score was 4.43 out of 5 possible points. The internal key stakeholder group then met to review and discuss the public comments. The group made an official unanimous recommendation for Indiana to adopt the WIDA English Language Development Standards. (1B Attachments 46,47,48,49) The standards were officially launched in October 2013 for implementation in the 2014-2015 school year. Information was disseminated through formal announcements in the DOE Dialogue, Learning Connection listservs, IDOE website, newsletters, conference presentations, and leadership meetings. (1B Attachment 50)

After the adoption of the new standards, the Office of English Learning and Migrant Education began providing technical assistance and professional development to all educators and administrators on the transition to the new standards. Throughout the 2013-2014 school year, 25 professional learning events were held throughout the state focusing on new standards and specifically discussing the ESEA flexibility and how it impacts English learners. (Page 78 – This is updated to reflect the summer PD, 2014-2015 PD and the plan for the next three years) Additional training will be held throughout the Summer of 2014. Feedback was solicited to offer input on the additional trainings (1B Attachment 51, 52). After consider the feedback it was determined the summer training ~~w~~<sup>h</sup>ould consist of 7 specific WIDA trainings (1B Attachment 53) and 19 Indiana Academic Standards trainings where the WIDA standards information will be embedded. Over the course of the summer, 1,500 educators attended the WIDA specific trainings. Video resources from the trainings were developed and posted to <http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework>. Materials and supplies for all trainings are expected to be approximately \$60,000. Representation from the Office of English Learning and Migrant Education ~~has been~~ was present and in leadership position throughout the development of the professional learning and will also be leading the efforts for the scheduled events.

During the 2014-2015 school year, professional development for the implementation of the standards is focusing on individual regional and district requests, a trainer of trainers model,

and leadership. This approach provides tailored method with an increase in intensity. Districts or regions may request standards training at any time. The requests are evaluated on the number of participants and resources available. In order to achieve a broader reach, districts are encouraged to invite neighboring districts to the trainings.

(Page 79 updated to reflect current work) To continue the professional development for the WIDA standards implementation, IDOE developed a robust WIDA standards and ACCESS assessment website on the IDOE website and the WIDA website. The website includes resources such as the WIDA implementation guide (1B Attachment 54), a series of on demand WIDA webinars on the overview of WIDA, the support materials and resources, transition expectations, and standards alignment. WIDA implementation guide (1B Attachment 54). In addition, IDOE will develop a series of on demand WIDA webinars on the overview of WIDA, the support materials and resources, transition expectations, and standards alignment. In addition, the summer training workshops ~~will be were~~ recorded and posted for viewing at any time. This ~~will~~ allows for access for all Indiana educators that were not able to make one of the summer workshops. This ~~will also~~ provides continued opportunities for professional learning at the local level ~~and~~ to ensure information and clarity for a smooth ~~implementation transition~~.

IDOE has created a WIDA standards and assessment implementation guide. The implementation guide has been completed with input from the Office of Assessment and the INTESOL K-12 Leadership Group. The implementation guide includes an overview of the standards framework, specific Indiana and federal law and policies regarding the implementation, transition guidance, exemplary models, and tools for implementation and planning at the local level. This is a living document and is designed as a reference for LEA and school personnel working with English learners. During the next three years of the ESEA flexibility waiver, IDOE will continue to provide additional updates and resources on the WIDA standards and assessment website.

Train the Trainer professional development by WIDA will begin in the 2014-2015 school year. This will develop a cadre of regionally trained experts that can assist districts in the local training, professional development, and sustainability practices of the implementation. Particular consideration was placed on the Indiana Educational Service Centers (ESCs), school corporations, universities, and internal IDOE staff including Outreach Division of School Improvement. English learner population, expertise, geographic location, and content areas were considered in the selection of invitees. The training is designed so that a number of individuals are trained to provide professional development to all types of stakeholders including pre-service teachers. The first cohort completed training in December 2014. The second cohort will complete in April and the third cohort will complete in June 2015. By the end of this initiative, Indiana will have over 90 educators that are trainers. This effort not only builds the capacity at the local LEAs, but also the capacity of the IDOE. The trainers are expected to assist the IDOE in leading upcoming professional development over the next three years.

Professional development by the official trainers and IDOE's Office of English Learning and Migrant Education staff will continue on an ongoing basis throughout the 2014-2015 school year as needed and throughout the next three years of the ESEA Flexibility waiver. The training will take the form of individual trainings, summer workshops, and conference presentations. The next three years of trainings will not only include the basic WIDA standards information, but will put a keen focus on depth and breadth of implementation. The trainings will include topics such as WIDA standards for content teachers, lesson planning integration into all subjects, differentiation, collaboration, and leadership. To support these efforts, IDOE will also provide additional Trainer of Trainers professional development each of the next three years for new trainers and will also continue to develop the current trainers in order to build capacity.

~~Professional development by the official trainers and IDOE's Office of English Learning and Migrant Education staff will continue on an ongoing basis throughout the 2014-2015 school year as needed and as requested by LEAs.~~

In order to facilitate all WIDA training, IDOE is providing opportunities for interaction and feedback through an online interactive mechanism. This will afford participants the opportunity to ask questions, receive answers, collaborate, and provide feedback on the trainings. This feedback is being used to inform technical assistance and improve future trainings (1B Attachment 55, 56, 57). IDOE will also solicit feedback from the INTESOL Leadership Group at the summer and fall meetings. This feedback is providing qualitative data that will drive the technical assistance and future trainings.

Additionally, the Office of English Learning and Migrant education has offered a supplemental professional development grant (1B Attachment 58, 59) to all Title III recipients for WIDA standards implementation. The total amount of this grant opportunity was approximately \$200,000. The supplemental dollars are being utilized to ensure WIDA implementation through activities such as purchasing WIDA materials and conducting professional development. Indiana will offer a second round of the WIDA grant opportunity. This next round will focus on breadth and depth and will include elements such as data analysis, leadership training, and content teachers.

Indiana is fully implementing the WIDA standards in the 2014-2015 school year. In preparation for the 2014-2015 school year, the Offices of English Learning and Migrant Education and Assessment conducted an alignment study of the current Indiana Academic Standards and the WIDA standards in the Fall semester of 2014. This study evaluated the relationship between the WIDA English language proficiency standards and the state's academic content standards: linking and alignment (U.S. Department of Education, Office of English Language Acquisition, February 2003). The study produced a [report](#) that was made available to all stakeholders on IDOE's website.

~~Additionally, the Office of English Learning and Migrant education has offered a~~

~~supplemental professional development grant (1B Attachment 58, 59) to all Title III recipients for WIDA standards implementation. The total amount of this grant opportunity will be approximately \$200,000. The supplemental dollars can be utilized to ensure WIDA implementation through activities such as purchasing WIDA materials and conducting professional development.~~

~~Indiana will fully implement the WIDA standards in the 2014-2015 school year. In preparation for the 2014-2015 school year, the Offices of English Learning and Migrant Education and Assessment will work with WIDA to conduct an alignment study of the current Indiana Academic Standards and the WIDA standards in the Fall of 2014. This study will evaluate the relationship between the WIDA English language proficiency standards and the state's academic content standards: linking and alignment (U.S. Department of Education, Office of English Language Acquisition, February 2003). The study will produce a report that will be made available to all stakeholders on IDOE's website. Similar work in other states puts the approximate cost at \$25,000. The obstacle to this work is the tight timeline. Since the new Indiana Academic in English/Language Arts and Mathematics were officially approved in April 2014, and the contract to join the consortium is currently to be completed by the end of June 2014, the alignment study will have to begin as soon as possible in the Fall of 2014.~~

In order to monitor the implementation of WIDA, the Office of English Learning has collaborated with Office of Grants Management, the Office of Educator Effectiveness and Leadership, and the Office of Data Collection and Reporting. To ensure implementation and so that IDOE can provide additional technical assistance and monitoring, the following actions have occurred or will occur:

- The Title III and Non English Speaking Programs Grant (NESP state grant for English learners) applications include an assurance for WIDA implementation that is signed by the LEA's superintendent. The vast majority of LEAs apply for at least one of these supplemental grants. A copy of this grant can be found in (1B Attachment 60).
- The Title III and NESP application include a narrative requirement describing the LEA's implementation plan. ~~Through the analysis of the implementation plans, promising practices were identified. Particular districts with promising practices will be highlighted through implementation briefs and be invited to present and lead professional development.~~
- The Language Minority collection is being designed to potentially include a data field that will indicate the percentage of staff trained by individual school. The Language Minority collection is a required data collection for all Indiana school districts to report enrolled English learners and immigrant students.
- Professional learning on WIDA has occurred across multiple offices so that IDOE staff members are able to embed WIDA monitoring in various site visits and through desktop monitoring.

- IDOE will conduct informal, formative surveys on implementation throughout the school year.
- The Title III and NESP Annual Performance Reports will include WIDA implementation data.
- The Office of Grants Management and the Office of English Learning and Migrant Education will monitor the implementation through onsite and desktop monitoring processes.

#### Family and Community Engagement and for Outreach English Learners

The Office of Early Learning and Intervention consistently disseminates ESEA flexibility information and provides outreach to LEAs, parents, and other stakeholders (1B Attachment 61). The foundation for this outreach is the collaborative nature and cross-division training with the offices of Outreach, Special Education, eLearning, Migrant, Early Learning, Title I, non-public and Choice schools, as well as the collaboration with Indiana's nine Educational Service Centers (1B Attachment 62). The Office of Early Learning and Intervention includes specific waiver information in many monthly newsletters from Title I, Title III, Migrant, and Early Learning (1B Attachments 63, 64, 65, 66). Waiver updates and relevant information is included in all professional development activities that are led by the Office (1B Attachment 67, 68, 69,). For the 2013-2014 school year, over 70 opportunities were held throughout Indiana that included vital ESEA flexibility English learner information. In addition to IDOE events, IDOE participated in the two largest English learner conferences - the INTESOL conference and the Wabash Valley English Learning Conference - and presented relevant English learner information in the ESEA flexibility waiver to stakeholders, educators, and administrators.

IDOE has established a streamlined approach to communicating with the educators and administrators of English learners. All information is posted online and sent through Learning Connection updates. The Title III/NESP Learning Connection page is used daily as a means of disseminating information. All questions are reviewed and answered on the day they are received.

IDOE has also established the Online Communities of Practice for the newly adopted Indiana Academic Standards. This online community includes specific space for educators and stakeholders of English learners to share and collaborate. All Title III staff members are members of this community and contribute on a regular basis.

It is the expectation that the English learners Communities of Practice (organized as grade levels K-5, 6-8, and 9-12) will serve as an engine for resources powered by practitioners who know their craft and wish to share promising practices, tools, and resources they believe are effective in teaching the new standards to their students. IDOE expects those memberships to grow over time, allowing real-time grassroots sharing that will be supported by an IDOE English learner specialist who will moderate the Communities

The Office of English Learning and Migrant Education hosts an EL Leadership Group that is

sponsored by INTESOL. (1B Attachment 70, 71 ) The group consists of over 50 members and includes representation of more than 60% of English learners in the state. This group meets three to four times per semester to discuss the implementation of ESEA flexibility waiver principles for English learners. This group is currently working collaboratively on effective communication and training strategies to provide information to local LEAs as well as provide outreach to stakeholders, parents, and community members.

In order to reach diverse stakeholders, parents, and community members, IDOE's Office of English Learning and Migrant Education will create model reader-friendly information guides and a short presentation video that will be accessible for families that may speak a language other than English. These materials will be translated and made available to the public on the website and will also be utilized in local LEA outreach efforts. The purpose and design of these tools and resources has been discussed with the leaders from around the state to ensure effectiveness. The purpose of this strategy is to empower and partner with the local LEAs in effective outreach and information dissemination so that all parts of the state of Indiana can be reached.

The Office of Early Learning and Migrant Education ~~will also reach~~ also reaches out to diverse stakeholders, community members, and parents through the migrant PAC (parent advisory committee) meetings and through potential parent outreach breakout sessions at the statewide conferences.

#### **Technical assistance for English Learners**

Technical assistance for the implementation of the ESEA Flexibility Waiver for English learners has a specific four-method approach. The first method focuses on communication with administrators, educators, community members, and other stakeholders through regular updates, printable communication, and resources. The Office of Early Learning and Intervention releases monthly newsletters for Title III, Title I, Title I part C, and Early Learning. The newsletters include vital updates and relevant ESEA flexibility waiver information (1B Attachments 72, 73). The newsletters include a section called "The Waiver Corner." This section highlights relevant waiver components that address English learners.

The second method is through digital content for all stakeholders. The Office of Early Learning and Migrant utilizes the IDOE webpage, online surveys, webinars, Learning Connection communities, and the online communities of practice to regularly and effectively communicate with the field. The Learning Connection Title III/NESP community has 2,433 members. This community provides stakeholders with the ability to pose questions to a forum. The forum is moderated by the IDOE Office of English Learning staff and all inquiries are regularly responded to within the day that the inquiry is posted. These communities and tools allow for specific and timely professional development and communication with all stakeholders.

English Learning and Migrant Education Webpage: <http://www.doe.in.gov/elme>



The third method is workshops and resources aimed at equitable and effective core instruction for English learners. IDOE launched the “Success with English Learners” professional development series. This initiative includes statewide Sheltered Instruction Observational Protocol (SIOP) trainings, RTI for English learners, and WIDA training. These trainings ensure equity for all English learners in the core content and promote key elements of ESEA flexibility waiver. A Train-the-Trainer model is a vital component to build LEA and SEA capacity. As discussed earlier, IDOE will complete three cohorts of WIDA standards trainers by June 2015. In addition to the WIDA trainers, 20 LEAs participated in the Train-the-Trainer model for SIOP in 2013-2014 and 12 of the LEAs received supplemental professional development grants to train local teachers. During the 2014-2015 school year, an additional 20 LEAs participated in cohort 2 of the SIOP Train-the-Trainer. IDOE has also conducted regional workshops on vital areas of English learner compliance and success programs in the fall of 2014 for district leaders.

The fourth method is leadership development through collaboration in a network. The IDOE has worked with INTESOL for several years to implement a K-12 Leadership Group. This group meets 4-6 times per semester in person or on a phone conference to discuss important topics including the ESEA flexibility waiver. Over 50% of Indiana’s English learner is represented in the group and includes representation from large, medium, and small incidence districts, rural and urban areas, teachers, administrators, Title III/EL coordinators, universities, and educational service center staff.

~~The third method is workshops and resources aimed at equitable and effective core instruction for English learners. IDOE launched the “Success with English Learners” professional development series. This initiative includes statewide Sheltered Instruction Observational Protocol (SIOP) trainings, RTI for English learners, and WIDA training. These trainings ensure equity for all English learners in the core content and promote key elements of ESEA flexibility waiver. During the 2013-2014 school year, 20 LEAs participated in the Train-the-Trainer model for SIOP and 12 of the LEAs received supplemental professional development grants to train local teachers. IDOE also conducted regional workshops on vital areas of English learner compliance and success programs in the fall of 2014 for district leaders.~~

~~The ten Regional Professional Development Sessions anticipated in August and September will offer a plenary session for all attendees, including English learner practitioners, as well as role-based opportunities to dig deeper into the standards and apply them to a classroom tool. These professional development sessions will be hosted and facilitated by IDOE staff, with the help of strategic partners, including members of the higher education and business and industry communities. The sessions will leverage existing networks already established statewide, including the IDOE’s Outreach Coordinators and the Educational Service Centers. Sessions specific to standards implementation for English learners will include how all teachers can make the Indiana Academic Standards accessible for all limited English proficient students.—~~



IDOE WIDA Resources Website: <http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework>

EL Guidebook: <http://www.doe.in.gov/sites/default/files/elme/el-guidebook-10-29-13.pdf>

Success with English learners: <http://www.doe.in.gov/elme/english-learner-resources>

The fourth method is leadership development. The Office of Early Learning and Intervention has partnered with INTESOL and state universities to provide leadership development (1B Attachment 74, 75). The cadre of local English learner leaders meets 3 to 4 times per semester to build leadership capacity in the areas such as program design, culture, community, data, compliance, ESEA Flexibility Waiver and equity. IDOE will ensure that stakeholders, including educators, community members, families of English learners, and parents with limited English proficient are appropriately informed of Indiana's ESEA flexibility waiver and have opportunity to share input at the LEA and SEA levels.

#### Migrant Education

To support Indiana's migrant students, IDOE created a resource center in late 2012 to provide technical assistance to LEAs throughout Indiana. IDOE began preliminary work in fall of 2011, by identifying and reserving sufficient federal migrant education funding to create and provide this technical assistance. The Migrant Education Regional Service Center is an IDOE support structure for the Indiana Migrant Education Program (1B Attachment 76, 77). The Indiana Migrant Education program has successfully secured seven regional centers to help carry out and maintain equitable educational opportunities for migrant students while closing the achievement and opportunity gap. Through the creation of seven migrant centers, the Indiana Migrant Education program aims to successfully identify and serve 100 percent of the migrant population. (1B Attachment 78)

Charged with the vision and mission of "100% identified, 100% served," the Migrant regional centers will provide educational and supportive services to eligible migrant students (1B Attachment 79). All migrant students will receive the services they are entitled to regardless of their geographic location. In order to facilitate high quality services, migrant regional centers will support LEAs with the development and implementation of professional development related to the education of migrant children. Professional development opportunities will be extended to teachers, administrators, and other educational personnel that focus on the unique educational needs of migrant children.

Migrant regional service centers collaborate with stakeholders to promote the Indiana Migrant Education Program and identify ways that IMEP can work with stakeholders to better support Indiana's Migrant students. In addition, they disseminate and provide technical assistance for federal and IDOE guidance related to Title I Part C regulations, Indiana's Comprehensive Needs Assessment, and Service Delivery Plan.

IDOE is committed to providing equitable educational and supportive services to all migrant

students.

## 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.  i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	<input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.  i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	<input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.  i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

## **Background**

Per the ESEA Flexibility Waiver, states must administer assessments based on standards deemed college- and career-ready by the spring of 2015. To meet this requirement, Indiana will administer fully operational *Indiana Statewide Testing of Educational Progress-Plus* (ISTEP+) assessments based on the newly adopted Indiana Academic Standards in the spring of 2015. Although ISTEP+ is administered to students in grades 3-8 and 10, the format of the grade 10 test (page 120 reflect current reality) during the spring of 2015 is End of Course Assessments. Beginning with the 2015-2016 school year, the Grade 10 ISTEP+ assessment will include domain-based English/language arts, mathematics, and science assessments aligned to the Indiana Academic Standards.

To maintain clarity within this document, “ISTEP+” will refer to the college- and career-ready assessment for grades 3-8, and “ECAs” will refer to the college- and career-ready assessment for the Algebra I and English 10 End of Course Assessments. Information regarding the Grade 10 ISTEP+ assessment will be included, as applicable.

Indiana’s plan to develop and administer high-quality assessments addresses the following components:

- The process and timeline for development of test blueprints and item specifications;
- The review and selection of items for inclusion in the assessment (including through piloting);
- Scaling and scoring procedures to be used;
- Test administration procedures, including selection and use of appropriate accommodations;
- Data analysis proposed to document validity and reliability of the assessments;
- An independent evaluation of alignment of the assessment with the State’s college- and career-ready standards;
- The process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards;
- Meaningful report formats to communicate results to students, parents and educators; and
- Next steps in terms of assessment in 2015-16 and beyond.

## **Implementation 2014-15**

The table below provides an overview of the operational assessment milestones, and specific details regarding each activity are delineated in the paragraphs that follow.

Activity	ISTEP+ Timeline	ECAs Timeline
Specification Review Meetings and Test Blueprint Development	May/June 2014	August 2014
Passage Review Meetings	Early June 2014	September 2014
Item Development	June/July 2014	September/October 2014
Content Review and Bias/Sensitivity Review Meetings	Early August 2014	November 2014
Pilot New ECA Items During Early Winter Testing Window	N/A	December 2014 – January 2015
Form Selection and Build	Fall 2014	Late January/early February 2015
Administer Assessment	March 2015 (open-ended) May 2015 (machine-scored)	April/May 2015
Standard Setting (Cut Score Setting)	Summer 2015	Summer 2015

### **Implementation 2015-16**

The table below provides an overview of the operational assessment milestones needed to design and develop the Grade 10 ISTEP+ test, and specific details regarding each activity are delineated in the paragraphs that follow.

Activity	Grade 10 ISTEP+ Timeline
Specification Review Meetings and Test Blueprint Development	April/May 2015
Passage Review Meetings	June 2015
Item Development	July/August 2015
Content Review and Bias/Sensitivity Review Meetings	September 2015
Pilot New Items	October 2015
Form Selection and Build	December 2015 – February 2016

Administer Assessment	March – May 2016
Standard Setting (Cut Score Setting)	Summer 2016

### Developing the Assessments (ISTEP+ and ECAs)

The process outlined below will also be implemented for the Grade 10 ISTEP+ assessments, which will be administered during the spring of 2016.

#### **Specification Review Meetings and Test Blueprint Development**

The fully operational assessments based on college- and career-ready standards for administration during the spring of 2015 has been are being designed in partnership with Indiana's vendors, CTB/McGraw-Hill (CTB) and Questar Assessment, Incorporated (QAI). During meetings facilitated by CTB for ISTEP+ and QAI for ECAs, Assessment Content Specialists from Indiana Department of Education (IDOE) work alongside Indiana educators to establish item specifications and clarifications. (1C Attachment 1) The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will facilitate the following process, as well.

Depth of Knowledge (DOK) is assigned to each standard, reflecting the complexity of the standard, rather than the difficulty. In addition, each standard is assigned a "weight" in order to determine prioritization. An assignment of "3" represents essential content and skills that students must know and be able to do in order to be successful at the next level of learning—whether that is for the next grade level or course, or for the next topic within the content domain. An assignment of "2" represents important content and skills that students must learn; an assignment of "1" represents introductory content that students must be familiar with; and an assignment of "0" represents content and skills that are best assessed in the classroom.

Educators are also assigning item formats to each standard. Item formats include the following: multiple-choice, gridded-response, constructed-response, extended-response, a writing prompt and technology-enhanced items. In addition, educators are developing specifications and limits in order to clarify the intention of each standard, to describe appropriate ways in which to assess each standard, to identify appropriate language and vocabulary, to establish any content limits, and to provide examples of appropriate content and contexts.

The work on item specifications and standards prioritization is assisting IDOE in deriving the test blueprints.

#### **Passage Review Meetings**

During meetings facilitated by CTB and QAI, Assessment Content Specialists from IDOE work alongside Indiana educators to analyze and identify appropriate college- and career-ready reading passages. Both single- and paired-passages are selected for the item development phase of test design. **The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will facilitate Passage Review meetings.**

### **Item Development**

Professional item writers will create items specifically aligned to Indiana's college- and career-ready standards based on the specifications and limits identified by Indiana educators. Items will meet all interoperability requirements. **The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will conduct item development.**

### **Content Review and Bias/Sensitivity Review Meetings**

Educators and other stakeholders from across the state will attend Content Review Meetings and Bias/Sensitivity Review Meetings. Participants will verify that each item is: 1) aligned to a college- and career- ready Indiana Academic Standard; 2) accurate and appropriate for grade level and difficulty range; 3) clearly stated and unambiguous; 4) appropriate for the assigned DOK; and 5) free of bias or content that is sensitive to one or more population subgroups. (1C Attachments 2, 10) **The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will facilitate the Content Review and Bias/Sensitivity Review meetings.**

### **Form Selection and Build**

CTB and IDOE Assessment Content Specialists will work to select items and build test forms. Also, ancillary documents will be created and published, including Examiner's Manuals, Practice Tests, and reference sheets. **The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will facilitate the form selection and build process.**

### **Administer the Assessments**

Indiana schools will administer ISTEP+ and ECAs based on college- and career-ready standards. Item types will include writing prompts, constructed-response, extended-response, multiple-choice, gridded-response, and technology-enhanced. **The Grade 10 ISTEP+ assessments administered during the spring of 2016 will include these item types, as well.**

### **Standard Setting (Cut Score Setting)**

Standard setting on the college- and career-ready ISTEP+ assessment and ECAs will be conducted in the summer of 2015. Establishing cut scores is a critical component in providing data that informs teaching and learning. **The vendor selected to design, develop, and deliver the Grade 10 ISTEP+ assessments during the spring of 2016 will facilitate the standard setting process.**

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### ***Details specific to ISTEP+:***

In terms of piloting the new test items, the Spring 2015 ISTEP+ assessment will follow an operationalized field test design. Other states, such as Maryland and Colorado, have adopted this psychometric method of test design for which CTB has extensive experience. In Maryland, for example, all operationalized field test items have been included in the Maryland School Assessment (MSA), and in the Colorado Transitional Assessment Program (TCAP), about 25% of the forms include operationalized items. For the ISTEP+ 2015 test design, IDOE and CTB will carefully consider students' testing time, the number of test forms, and required number of items per form for score reporting and standard setting.

The Spring 2015 ISTEP+ test forms will include field test items only. IDOE Content experts, CTB Content experts, and CTB Research will analyze students' performance on these items to carefully select the operational items by considering the statistical and psychometric quality of the items and the 2015 test blueprints, based on the new college- and career-ready Indiana Academic Standards which were adopted in April 2014.

The Spring 2015 ISTEP+ field test items include new types of items that will be thoroughly reviewed and considered. Additional items of each type will be included on the Spring 2015 ISTEP+ assessment to ensure plenty of quality items are available. All field test items will be meticulously checked by IDOE Content experts and CTB Content experts during a comprehensive item review process to ensure quality of new item types.

Beginning in late summer and extending throughout the fall, the IDOE will provide professional development designed to assist teachers in understanding how the new English/Language Arts and Mathematics standards will be assessed on ISTEP+. Teacher training will focus on a variety of topics, including how to use the *Instructional and Assessment Guidance* released in August to prioritize content standards, as well as how to plan classroom assessment activities that encompass the full Depth of Knowledge (DOK) range.

Providing assessment-related resources is essential to ensuring teacher and student preparedness for the ISTEP+ assessment based on new English/Language Arts and Mathematics college-and-career ready Indiana Academic Standards.

- In September, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.
- In October, the IDOE will make available a set of technology-enhanced items also for classroom use. These items will be hosted by CTB in an *Experience College-and-Career Ready Assessment* environment. Students will engage with each of the technology-enhanced item types that will be part of the Spring 2015 ISTEP+



assessment. The answer key will enable teachers to help students make timely adjustments in their learning.

- During the 2014-15 school year, the Acuity English/Language Arts and Mathematics diagnostic/formative assessments for students in grades 3-8 will focus exclusively on the new standards in order to monitor student progress and provide teachers with meaningful feedback regarding student learning.

#### ***Details specific to ECAs:***

As the ECAs serve as Indiana's Graduation Qualifying Examination (GQE), the transition includes curricular and instructional alignment, with a focus on the legal and policy issues regarding a diploma as a property right. The IDOE is working with QAI to supplement existing ECAs with one or more sessions to expand the content of test items, enabling Indiana to assess the full range of the college- and career-ready Indiana Academic Standards in the spring of 2015 as required by Indiana's ESEA Flexibility Waiver.

In addition to the operational assessment milestones outlined above, Indiana will pilot new items during the Early Winter ECA retest administration to obtain preliminary statistics that will assist in item selection for administration of the Spring 2015 ECAs.

Beginning in late fall and extending through January, the IDOE will provide professional development designed to assist teachers in understanding how the new English/Language Arts and Mathematics standards will be assessed on the ECAs. Teacher training will focus on providing *Opportunity to Learn* for students and on ensuring that practitioners understand the need to update current ECAs. Additionally, the professional development will include specifics on how to plan classroom assessment activities that encompass the full Depth of Knowledge (DOK) range.

Providing assessment-related resources is also essential to ensuring teacher and student preparedness for the ECA assessments based on new English/Language Arts and Mathematics college-and-career ready Indiana Academic Standards.

- In December, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.
- In January, the IDOE will make available a set of technology-enhanced items for classroom use, as student engagement with these new item types is essential.
- In February, ~~IDOE is currently working with~~ the Acuity vendor, CTB, ~~regarding the potential to added~~ college- and career-ready content experiences into the existing Acuity Algebra I and Acuity English 10 programs to support teaching and learning.

### ***Details specific to the Grade 10 ISTEP+:***

New test items will be piloted via a matrix sampling methodology during the fall of 2015 to build the spring 2016 test forms.

Beginning in late summer and extending throughout the fall, IDOE will provide professional development designed to assist teachers in understanding how the college- and career-ready Indiana Academic Standards in English/Language Arts and Mathematics will be assessed on the Grade 10 ISTEP+ assessment. Teacher training will focus on a variety of topics, including how to use the *Instructional and Assessment Guidance* released in August to prioritize content standards, as well as how to plan classroom assessment activities that encompass the full Depth of Knowledge (DOK) range.

Providing assessment-related resources is essential to ensuring teacher and student preparedness for the Grade 10 ISTEP+ assessment.

- In September, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.
- In October, the IDOE will make available a set of technology-enhanced items also for classroom use. These items will be hosted by the Grade 10 ISTEP+ vendor in an *Experience College-and-Career Ready Assessment* environment. Students will engage with each of the technology-enhanced item types that will be part of the Spring 2016 Grade 10 ISTEP+ assessment. The answer key will enable teachers to help students make timely adjustments in their learning.
- During the 2015-2016 school year, diagnostic/formative assessments used at the local level will assist in monitoring student progress and will provide teachers with meaningful feedback regarding student learning.

### **Scaling and Scoring the Assessments (ISTEP+ and ECAs)**

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. The statistical model analyzes the data obtained from test questions, or items. For the ISTEP+ test, two models will be used. The three-parameter logistic (3PL) and two-parameter partial-credit (2PPC) Item Response Theory (IRT) models will be applied to scaling ISTEP+ items. The 3PL model will be used for multiple-choice (MC) items, and 2PPC model will be used for the open-ended items, such as constructed-response items, gridded-response items, and technology-enhanced items. The two models will be used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item distinguishes students who do and do not have the skill being tested by the item. The 3PL model also describes the degree to which students can guess

the correct answer to each item. **IRT will also be used with the new Grade 10 ISTEP+ assessment.**

The ISTEP+ assessment design will meet two primary needs for scaling multiple forms of tests across grades on a common scale via vertical linking. Vertical scaling, which is one type of linking, is a process of placing scores from two or more tests on the same score scale when those tests differ in difficulty and content but are similar in the constructs measured. Vertical linking will be accomplished using the common item design across grades. Through vertical linking, a common scale will be set up across grades 3 to 8. **The scale will be extended to the Grade 10 ISTEP+ assessment.**

The 3PL model will be used to score the ECAs, and students' scores on both ISTEP+ and ECAs will be estimated using the pattern scoring method based on IRT. IRT pattern scoring incorporates item information, such as how difficult an item is for students to formulate a correct response. In contrast, raw scoring or number-correct scoring simply notes whether the student answered the item correctly. With pattern scoring, students who have the same number correct scores can have different scale scores.

#### Test Administration Procedures (ISTEP+, **including Grade 10 ISTEP+**, and ECAs)

In an effort to ensure fidelity of the administration and to build staff confidence, IDOE will provide detailed directions for the assessment. Policies and procedures will be communicated via WebEx presentations, Question and Answer sessions, and written materials. The Test Coordinator's Manual will provide guidance to district- and school-level staff responsible for the administration of the assessment. The Examiner's Manual will contain session-specific directions, as well as appropriate practices before, during, and after testing. Test Coordinators, Examiners and Proctors will be required to attend assessment-related training.

**The** IDOE will clearly delineate roles of staff with regard to assessments, including the following:

##### Superintendent

- Oversees educational program, including assessments
- Ensures development of a *test security policy* for the corporation and each individual school
- Implements ethical testing practices and procedures
- Designates Corporation Test Coordinator (CTC) and School Test Coordinator(s) (STC)

##### Corporation Test Coordinator (District-level)

- Provides direct oversight of assessment processes
- Disseminates guidance related to assessment programs

- Develops, communicates and implements procedures, protocols and training relative to test security, test access and accommodations, custody of secure materials, and ethical testing practices
- Serves as point-of-contact for the community (i.e., parents and media) related to assessment programs
- Maintains documentation of all test-related training at the corporation level, including training for School Test Coordinators
- Communicates expectations and procedures for reporting unethical behavior
- Ensures accurate and timely reporting of results
- Facilitates communication between the corporation and IDOE

#### School Test Coordinator

- Provides direct oversight of assessment processes and disseminates guidance related to assessment programs
- Communicates and implements procedures, protocols and training relative to test security, test access and accommodations, custody of secure materials, and ethical testing practices
- Serves as the point-of-contact and ensures appropriate communication with parents, students and school community stakeholders in all matters relevant to assessments in which the school participates
- Maintains documentation of all test-related training at the school, including training for Examiners and Proctors
- Ensures implementation of appropriate assessment accommodations, per the student's IEP, ILP, Section 504 Plan or Service Plan
- Completes all school-level administrative duties required of each assessment
- Communicates expectations and procedures for reporting unethical behavior
- Ensures accurate and timely reporting, especially to parents
- Facilitates communication between the school and the Corporation Test Coordinator

#### Examiner/Proctor

- Attends required corporation and/or school assessment training
- Reviews all examiner protocols and materials and administers assessments per examiner's manual instructions
- Communicates to STC any testing irregularities or security concerns
- Ensures implementation of ethical testing practices at all times
- Monitors students throughout test sessions
- Implements appropriately assessment accommodations, per the student's IEP, ILP, Section 504 Plan or Service Plan
- Reports any unethical practices or behavior before, during, and after testing

Test security will be taken seriously, and as part of the Indiana Code of Ethical Practices, any staff member who will be associated with test administration will be required to attend test

security training and sign the *Testing Integrity and Security Agreement*. Indiana will implement a formal process for schools and districts to report testing issues and irregularities.

The Office of Student Assessment will collaborate with the Office of Special Education and the Office of English Learning and Migrant Education to identify, clarify, and disseminate guidance regarding appropriate and acceptable accommodations for students with disabilities and English learners. An appendix in the Indiana Assessment Program Manual will be dedicated to providing guidance in order to maximize student access to the assessment. Accommodations policies and procedures will be communicated via WebEx presentations, Question and Answer sessions, and written materials.

#### Data Analysis: Documenting Assessment Validity and Reliability (ISTEP+, [including Grade 10 ISTEP+](#), and ECAs)

##### **Reliability**

The *Standards for Educational and Psychological Testing* (AERA, APA & NCME, 1999) refer to reliability as the “consistency of [a measure] when the testing procedure is repeated on a population of individuals or groups.” A reliable assessment is one that would produce stable scores if the same group of students were to take the same test repeatedly without any fatigue or memory of the test. As detailed below, the reliability of the ISTEP+ assessment will be estimated in four ways:

- Internal consistency is assessed using Cronbach’s alpha;
- Conditional standard error of measurement (CSEM), as the reciprocal of the square root of the test information function, is assessed at each scale score point;
- Classification consistency and accuracy are estimated to assess the reliability of achievement level classifications; and
- Item Information Function (IIF) is determined for each item.

Cronbach’s alpha, CSEM, classification consistency/accuracy, and IIF provide multiple methods to examine the reliability of the assessments. Cronbach’s alpha operates at the content level and provides estimates of reliability for student scores on a test. CSEM and classification consistency/accuracy provide important information related to the achievement level classifications. IIF provides measurement error information based on the IRT model at the item level.

##### **Validity**

The *Standards for Educational and Psychological Testing* define validity as “The degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests.” (AERA, APA, & NCME, 1999, p. 9)

The purpose of test score validation is not to validate the test itself but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but is an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process. Every aspect of an assessment provides evidence in support of (or as a challenge to) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results. There are multiple sources of validity evidence, which are summarized below.

***Evidence Based on Test Content.*** Documentation of the content domain, how the content is sampled and represented, and alignment of items to content standards will be articulated in the Technical Report in the Item and Test Development section. This will illustrate how test specification documents derived from earlier developmental activities, including the optimal test assembly process, guide the final phases of test development to achieve the operational tests. It will also document the participation of Indiana educators in the item and test development process to support the content and design of the ISTEP+ assessment. The knowledge, expertise, and professional judgment offered by Indiana educators will support the content validity of the ISTEP+ test.

***Evidence Based on Response Processes.*** The Technical Report's Item and Test Development section will describe how items for the ISTEP+ test are carefully developed to measure at specific depths of knowledge so that higher levels of thinking are actually measured by items making such claims.

***Evidence based on internal structure.*** Differential item functioning (DIF) and unidimensionality will be examined and documented. DIF analyses will be conducted for two grouping factors: gender (male and female) and ethnicity (White and African American). The two kinds of DIF statistics will be Mantel-Haenszel and standardized mean difference (SMD). The unidimensionality (or essential unidimensionality) assumption, which is important to apply the IRT model, is a testable hypothesis that is commonly evaluated through Principal Components Analysis (PCA). This analysis, using the correlation matrix, seeks evidence that a single primary factor, which is the first principal component that accounts for much of the relationship among test items, exists.

#### Evaluating Assessment Alignment (ISTEP+ and ECAs)

Indiana will contract with independent evaluators to analyze the alignment of ISTEP+ and ECAs with college- and career-ready 2014 Indiana Academic Standards in English/Language Arts and

Mathematics. An alignment analysis will also be conducted for the new Grade 10 ISTEP+ assessment.

#### Setting College- and Career-Ready Achievement Standards (ISTEP+ and ECAs)

Performance Level Descriptors (PLDs) provide information to describe student performance. To help validate college- and career-ready achievement standards, PLDs are developed to describe levels of performance. Educator committees, partnering with IDOE Assessment Content Specialists, work from the standards and define the skills that typify what students can do at designated levels (e.g., Advanced, Proficient, Novice). PLDs provide additional information/descriptions to show where students are along a continuum of achieving goals in the college- and career- ready achievement standards.

A variety of assessment item types can be used to validate achievement standards as well. From traditional multiple-choice to open-ended responses to technology-enhanced items (e.g., multiple-correct response, select text, drag-and-drop format, equation and expression entry), inferences can be made about student performance based on the evidence received from the test questions. Each item type extracts evidence in unique ways to get a fuller picture of student achievement (a picture of how students are progressing toward mastering college- and career-ready goals/standards).

In terms of setting cut scores, Indiana will use the Bookmark Standard Setting procedure in the summer of 2015. Facilitated by CTB and QAI measurement experts, Indiana educators will play an important role in establishing expected student performance at designated levels.

This process, including PLDs and standards setting, will also be conducted for the new Grade 10 ISTEP+ assessment.

#### Communicating Results to Students, Parents and Educators (ISTEP+ and ECAs)

Indiana will provide data from ISTEP+ and the ECAs in the summer of 2015 to districts, schools, teachers, students and parents in order to document student performance and to inform instruction. One copy of the Individual Student Report will be printed per student and delivered to sites for distribution to students/parents.

Online portals will provide individual student results and state, district and school summary reports to educators. An option will be provided for school/district administrators to download a test results file electronically, via the online portal. Secure access to the online portal will be provided to all appropriate stakeholders. Access to different report types will be driven by the login level privileges set, such as Administrator, User, and Teacher.



IDOE will use the data from ISTEP+ and the ECAs to design specific statewide technical support and professional development for administrators and teachers, and will provide resources for parents based on information gained from the launch of the new college- and career-ready assessments.

Communication of Grade 10 ISTEP+ results will include the above steps, as well.

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#### ***Details specific to ISTEP+:***

The ISTEP+ Group Performance Matrix report will be delivered to teachers, showing a year-to-year growth of their students by subject area. The model for this report is based on a vertical scaling approach and comparing Scale Score and Performance level across current and previous year results.

#### ***Details specific to ECAs:***

It is important to note that student performance on the ECAs will be measured in two ways beginning in the spring of 2015:

- 1) Student performance on ECA items aligned to Indiana's new college- and career-ready standards will be used to calculate accountability.
- 2) Student performance on the "current ECA content" that comprises Indiana's Graduation Qualifying Examination (GQE) will determine whether the student has met the graduation examination requirement.

The ECAs will continue to serve as the GQE until a new assessment is developed in 2015-16. A phased-in approach will be utilized when Indiana implements a new GQE in order to provide students with sufficient notice regarding their graduation examination requirement.

#### ***Implementation 2015-16 and Beyond***

Indiana ~~will seek~~ **is seeking** one or more vendors to provide high-quality assessments based on Indiana's college- and career-ready Academic Standards for 2015-16 and beyond. Indiana will require assessments that match the depth, breadth, and rigor of Indiana's standards; accurately measure student progress toward college- and career-readiness; and provide valid data to inform teaching and learning. Indiana will require new vendor(s) to clearly delineate the way in which they propose to build future high-quality assessments for the purposes of informing instruction and providing accountability measures.

Indiana will utilize valuable resources from CCSSO in designing the request for proposal and in analyzing responses to the RFP, including *States' Commitment to High-Quality Assessments Aligned to College- and Career-Readiness* and *Criteria for Procuring and Evaluating High-Quality Assessments*. Indiana will collaborate with CCSSO staff members throughout the procurement and implementation phases to maximize the expertise available to states while transitioning to new assessment vendor(s) as current contracts expire in the summer of 2015.

In early spring of 2014, Superintendent Ritz appointed members of the State Board of Education to serve on the Assessment Subcommittee. This group is involved in the process of selecting vendor(s) to deliver Indiana's assessments beginning in 2015-16 and beyond. (1C Attachment 3) The table below provides an overview of Indiana's plan moving forward regarding assessments. **The RFP includes Indiana's new Grade 10 ISTEP+ assessment.**

Activity	Details
Release Response for Information (RFI) in late May (1C Attachment 4)	Deadline for responses: June 6, 2014, 3:00 p.m. Eastern
Presentations from six vendors to further explain RFI responses	Assessment Subcommittee members attended presentations on June 12, 2014.
Assessment-related resolution presented to Indiana's Education Roundtable for review and approval (1C Attachment 5)	Staff from the Indiana Department of Education and State Board of Education collaborated on decisions that need to be made as new assessments are designed and developed.
Assessment-related resolution presented to State Board of Education for review and approval	<b>Approval occurred at meeting on scheduled for July 9, 2014.</b>
Release of Response for Proposals (RFP)	Staff from the Indiana Department of Education and State Board of Education <del>will</del> collaborated on the development of <del>this the</del> RFP document, and release <del>is expected by late July/early</del> occurred on August 27, 2014.
Review/evaluate RFP responses	<del>It is anticipated that</del> RFP responses <del>were will be</del> due on October 29, 2014 <del>late summer/early fall</del> . A committee of educators <del>will</del> reviewed the RFP responses. A rubric based on CCSSO's <i>Criteria for Procuring and Evaluating High-Quality Assessments</i> <del>was will be</del> used to evaluate the responses.

Vendor presentations / recommendations to Indiana Department of Administration (IDOA)	Presentations by vendor finalists occurred in January <del>will occur in the fall</del> of 2014 <sup>5</sup> . Recommended vendor(s) <del>were will be</del> submitted to IDOA for the next step in Indiana's procurement process.
IDOA continues procurement process	Additional review of proposals from recommended vendor(s) <del>is will be</del> conducted by IDOA, applying specific criteria, including Indiana economic impact, <del>in late February/early March</del> .
Vendor selection	Negotiations with selected vendor(s) <del>will occurs</del> .
Contract award(s)	One or more vendors are awarded a contract to deliver Indiana's assessments for 2015-16 and beyond, based on negotiated contract length.

Indiana educators play an important role in the development of assessments. From specifications and test blueprint development, to passage review, to content and bias/sensitivity review, to standard setting, Indiana educators are an integral part of the process, and the way in which those closest to the students inform assessment work is highly valued.

Indiana's Testing Advisory Committee is comprised of practitioners, including test coordinators, school and district leaders, and teachers. This group meets four times a year to discuss various aspects of Indiana's assessment system. These dedicated professionals provide feedback regarding implementation of current assessments, as well as input for the development of new ones.

Stakeholder groups, including representatives from the principals' association, superintendents' association, teachers' associations, private schools' association, and others, are called upon to respond to current and future assessment practices. These groups provide constructive comments regarding facets of the assessment system that directly impact their colleagues.

The Office of Student Assessment hosts an "Assessment Monthly Overview" WebEx for Test Coordinators year-round. Prior to the WebEx each month, the Office of Student Assessment distributes an updated set of important information, including dates, reminders, and other pertinent details, regarding each assessment program coordinated by the Indiana Department of Education. During the WebEx, staff members from the Office of Student Assessment discuss updates, provide clarification, and respond to questions from the field regarding program implementation.

Questions ~~we~~ received from participants in all of the above-mentioned activities serve to inform the guidance created and disseminated by the Office of Student Assessment. All comments, both

in the form of observations and critiques, help to identify areas that lack clarity—as well as those that are most helpful—which, in turn, fosters the distribution of improved communication and guidance regarding Indiana’s assessments.

## ***Special Education Assessments***

### **Implementation 2014-15: Grades 3-8 and 10**

Indiana Department of Education started working with the National Center and State Collaborative (NCSC) in 2011 (<http://www.ncscpartners.org/project-timeline>). On June 23, 2014, participation in the NCSC English/Language Arts and Mathematics alternate assessments were approved by the Indiana State Board of Education. NCSC is applying research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Indiana and NCSC’s long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments (TA/PD information mentioned in Section 1.B). The Office of Special Education initiated its own focus on supports for teachers of students with significant cognitive abilities by funding a resource center in 2013, Project SUCCESS. Project SUCCESS supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with the most significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC. (1C Attachments 6,7,8)

As of Summer 2014, Indiana is one of 24 partner states involved with the NCSC Alternate Assessment work (<http://www.ncscpartners.org/about-states>). The overall timeline consists of four phases and the Operational Administration:

Year 1 (2011): Content Model Phase	Define model of domain learning in math/ELA for these students, Identify prioritized content for assessment,
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	establish a Community of Practice (CoP) (1C Attachment 9)
Year 2 (2012): Principled Design Phase	Design patterns, Task templates, Curriculum/Instruction/PD design and pilot; Technology architecture design
Year 3 (2013): Item and Test Development Phase	Task template tryouts, Item specifications/item development/item reviews, Student Interaction Studies (SIS), Draft grade level Performance Level Descriptors (PLDs), Finalize pilot and field test design, Technology build
Year 4 (2014): Pilot Items, Field Test Forms, and Research Phase	Winter/Spring 2014: Pilot Phase 1: National sample, generate item statistics Finalize blueprints, revise items, assemble forms Fall 2014: Phase 2: Field Test Forms Finalize administration training and supports
Year 5 (2015): Operational Administration of NCSC Assessments	Summer 2015: Standard setting complete Fall 2015: Technical reporting complete

The table below provides a more detailed overview of the most recent operational assessment milestones provided in the NCSC GSEG grant:

Activity	Timeline
<ul style="list-style-type: none"> <li>Finalized Reading Task Templates</li> <li>Developed Mathematics and Reading Item Specifications and Items</li> <li>Prioritized Writing CCCs</li> <li>On-Site Passage Reviews</li> <li>NCSC Graphics Style Guide</li> <li>Task Template Tryouts: Reading</li> <li>Draft PLDs</li> </ul>	January/May 2013
<ul style="list-style-type: none"> <li>3 Mathematics On-Site Item Reviews for Content/Bias and Sensitivity and revisions</li> <li>3 Reading On-Site Item Reviews for Content/Bias and Sensitivity; and revisions</li> <li>Writing Item Development</li> </ul>	June/September 2013
<ul style="list-style-type: none"> <li>Culminating Item Reviews: Mathematics and Reading</li> <li>Accommodations Manual Development</li> </ul>	September 2013

<ul style="list-style-type: none"> <li>• Test Administration Manual Development</li> <li>• Finalize Performance Level Descriptors</li> <li>• Task Template Tryouts: Writing</li> </ul>	
<ul style="list-style-type: none"> <li>• On-Site Writing Item Review for Content/Bias and Sensitivity</li> <li>• Culminating Item Reviews: Mathematics and Reading</li> <li>• Finalize Pilot Design: Phases 1 and 2</li> <li>• Pilot Phase 1: Sample Acquisition, Communication and Recruitment</li> <li>• Schools Prepare for Pilot Phase 1: Item Tryouts; National Sample</li> <li>• Test Administrator Professional Development Modules</li> <li>• Student Interaction Studies</li> </ul>	October/December 2013
<ul style="list-style-type: none"> <li>• Schools Prepare for Pilot Phase 1: Item Tryouts</li> <li>• Test Administrators Complete Professional Development</li> </ul>	February/March 2014
<ul style="list-style-type: none"> <li>• Pilot All Mathematics and ELA Items (Phase 1)</li> </ul>	March/May 2014
<ul style="list-style-type: none"> <li>• Technology requirements workshops with Breakthrough and CTB</li> </ul>	May/July, 2014
<ul style="list-style-type: none"> <li>• Generate Item Statistics</li> <li>• Item Data Review with SEAs</li> <li>• Finalize Blueprints, Revise Items, Assemble Forms</li> </ul>	June/August, 2014
<ul style="list-style-type: none"> <li>• Pilot Test Forms for Operational Administration (Phase 2)</li> </ul>	October/November 2014
<ul style="list-style-type: none"> <li>• Training for Test Administrators</li> <li>• Alignment Study for Items Selected for Operational Forms</li> </ul>	Winter 2015
<ul style="list-style-type: none"> <li>• Administer Operational NCSC Assessment</li> <li>• Hand Score Writing Items</li> </ul>	Spring 2015
<ul style="list-style-type: none"> <li>• Conduct Standard Setting</li> <li>• Release Scores for Operational Assessments</li> <li>• Standard Setting Study</li> </ul>	Summer 2015
<ul style="list-style-type: none"> <li>• Complete Technical Manual</li> <li>• Complete NCSC Alternate Assessment Validity Argument</li> </ul>	Fall 2015

### **Science, Social Studies, Functional Skills**

Indiana will continue to use Indiana Standards Tool for Alternate Reporting (ISTAR) for Science and Social Studies. In addition, teachers may choose to monitor student progress related to functional skills utilizing ISTAR.

## **English Language Proficiency Assessment**

At the time of the visit for Part B monitoring in August 2013, IDOE had not joined the WIDA consortium. Since then, IDOE has received an official Attorney General opinion that joining the consortium will not violate HEA 1427 (1C Attachment 10). IDOE has also secured an approved sole source to contract (1C Attachment 11) with the Wisconsin Center for Education Research. Currently, IDOE is at the final stages of the contract work to join the WIDA consortium in order to use the ACCESS test for English language proficiency. This is expected to be completed Summer of 2014.

(Pg. 128 - Indiana joined the WIDA Consortium) In September of 2014, Indiana officially joined the World-Class Instructional Design and Assessment (WIDA) consortium.

ACCESS was implemented in Spring of the 2014-2015 school year. The Office of English Learning and Migrant Education and the Office of Student Assessment have implemented a high quality plan for a smooth transition and implementation. IDOE has reached out to various other states that have made the transition from LAS Links to ACCESS. This has provided IDOE will particular insights and strategies for a smooth transition. The Office of English Learning and Migrant Education has also been in close contact with the Title III federal program officer to ensure compliance throughout the transition. The offices will continue to work with WIDA, stakeholders, and English learner leaders on the transition. The plan includes webinars, workshops, technical assistance, updates, and timelines to the field. IDOE will transition to ACCESS 2.0 in the school year 2015-2016. IDOE will coordinate with the WIDA Consortium to determine the implementation of the ACCESS 2.0 assessment which will include training for administrators, technology needs for the online assessment, grade level specifications, and needed support. Technical assistance and professional learning for the transition to ACCESS 2.0 will be based upon stakeholder feedback and lessons learned from the transition to ACCESS.

Monitoring of the implementation of the assessments occurs through five methods. First, testing information is collected through the Language Minority (LM) data collection. This collection allows IDOE to analyze how many students have participated in the new W-APT placement test and previous English language proficiency annual assessments. This collection indicates how many students should be participating in the annual ACCESS assessment. Second, IDOE monitors through the Corporation Test Coordinator's registration and assessment management via the WIDA access system. This allows IDOE to calculate who is and who is not accessing the system. Third, IDOE monitors through the Title consolidated monitoring visits, Title III monitoring visits, Title III desktop monitoring, and the state Non-English Speaking Program monitoring. Fourth, IDOE monitors through implementation surveys. The surveys provide data on implementation and additional support and technical assistance that may need to occur. Fifth, data will be analyzed after the completion of the 2015 ACCESS assessment and the ACCESS 2.0 in subsequent years. The expected analysis of ACCESS will be conducted in a similar format so that conclusions can be drawn that informs practice, policy, and procedures.

The Office of Student Assessment and the Office of English Learning and Migrant Education conducted a linking study during the Fall semester of 2014 to analyze the WIDA standards in



comparison to Indiana's new Academic Standards in English/Language Arts, mathematics, and science. In addition, a bridge study will be conducted in the Spring 2015 through the fall of 2015 to compare LAS Links assessment expectations with those of the WIDA ACCESS assessment. The bridge study will provide information and guidance on transitioning to accountability measures using the ACCESS assessment.

The IDOE will continue the administration of ACCESS 2.0 in Spring 2016 and Spring 2017. The IDOE will coordinate with the WIDA Consortium to determine the implementation of the ACCESS 2.0 assessment which will include training for administrators, technology needs for the online assessment, grade level specifications, and needed support. Technical assistance and professional learning for the continued implementation of ACCESS 2.0 will be based upon stakeholder feedback and lessons learned from the transition to ACCESS 2.0.

### **Federal Flexibility for EL Students in Grades 3-8**

While corporations are required to administer ISTEP+ math, science and social studies assessments to limited English proficient (LEP) students who have been enrolled in U.S. schools for less than one year, the WIDA ACCESS for ELLs may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility. Students that are considered newly enrolled are those who enroll in schools within the United States after March 2, 2014 or less than 12 cumulative months. Federal Flexibility is a corporation-level decision for grades 3-8 and may not be based on individual students or schools.

LEP students who first enrolled in a U.S. school prior to March 2, 2014 and have frequently moved in and out of the U.S. might be eligible for this flexibility if their cumulative length of enrollment in U.S. schools has been less than 12 months. In order to be eligible, a student must have never utilized the Federal Flexibility in the past. The school corporation needs to review the student's past educational record, including schooling in Indiana and other U.S. states, to determine whether a student is eligible.

**IMPORTANT:** For students that are provided this flexibility by their school corporation, **data submission is required in early May through the LEP/ISTEP+ collection.** Information is available through the STN community on Learning Connection. The chart below outlines how Federal Flexibility may be utilized by school corporations over several test administration cycles.

### **Federal Flexibility for 10th Grade Cohort**

While corporations are required to administer Algebra 1 and Biology 1 End of Course Assessments (ECAs) to 10<sup>th</sup> grade limited English proficient (LEP) students who are enrolled in those courses and who have been enrolled in U.S. schools for less than one year, the WIDA ACCESS for ELLs may be substituted for the English 10 ECA utilizing Federal Flexibility. Students that are considered newly enrolled are those who enroll in schools within the United States after March 2, 2014 or have been enrolled for less than 12 cumulative months. School

corporations may choose from the scenarios provided on page 3 of this memorandum when determining Federal Flexibility for their 10<sup>th</sup> grade cohort students.

LEP students who first enrolled in a U.S. school prior to March 2, 2014 and have frequently moved in and out of the U.S. might be eligible for this flexibility if their cumulative length of enrollment in U.S. schools has been less than 12 months. In order to be eligible, a student must have never utilized the Federal Flexibility in the past. The school corporation needs to review the student's past educational record, including schooling in Indiana and other U.S. states, to determine whether a student is eligible.

Since the English 10 ECA is high stakes and associated with future graduation, careful consideration must be given to determine the best option for these students as they work towards fluency in English. In order to graduate, a student must pass the English 10 and Algebra 1 ECAs or fulfill the requirements of the GQE evidence-based waiver or work-readiness waiver. Both the GQE evidence-based and work-readiness waivers require a student to attempt to take an ECA at every available opportunity after the completion of the second year of English credit course.

#### **Accountability:**

For accountability purposes, recently arrived LEP students must take:

- 1) the ISTEP+ math, science and social studies assessments; **AND**
- 2) the E/LA ISTEP+/English 10 ECA **OR** the WIDA ACCESS for ELLs.

#### **Important Notes**

If Federal Flexibility is utilized for students, ISTEP+ reports will indicate that the student's score is undetermined (UND), as these students would not have completed the E/LA portion of ISTEP+. However, through the LEP/ISTEP+ data collection, accountability calculations will account for corporations exercising Federal Flexibility.

Please note the Federal Flexibility does not apply to IREAD-3. IREAD-3 is a state-required assessment and there is no flexibility regarding LEP students' participation. However, these students are still provided accommodations according to their Individual Learning Plans (ILP) and qualify for the Good Cause Exemption in accordance with the decision of an ILP committee.

#### **What are the key provisions of this flexibility?**

- Only students who are found to be limited English proficient (either via the LAS links placement, LAS Links annual exam, or W-APT) AND have been enrolled in U.S. schools after March 2, 2014, or for less than 12 months qualify for this flexibility.
- The flexibility can only be used once in a student's educational career in the U.S.
- The time in U.S. school is cumulative and does not have to be 12 consecutive months. If an LEP student moves in and out of the country, the school must use the total amount

of time in U.S. schools to determine whether the student has been enrolled less than 12 months.

- “U.S. schools” includes schools in the 50 states and the District of Columbia. It does NOT include schools in Puerto Rico, the outlying areas, or the freely associated states. Students who come to the United States from Puerto Rico, for example, where Spanish is the primary language of instruction, would not be considered to have been enrolled in U.S. schools while in Puerto Rico. Thus, LEP students from Puerto Rico would be included in the definition of recently arrived LEP students for purposes of these regulations. **PLEASE note that this differs from the immigrant status of a student, as a student from Puerto Rico is not considered an immigrant.**
- A student must have first taken the LAS links placement test and considered limited English proficient to be eligible. The student must take the next WIDA ACCESS for ELLs administration in order to qualify for this Federal Flexibility. Indiana may exempt a student from one annual administration of the E/LA portion only. The LEP student will still participate in other state content area assessments including math, science, and social studies, if applicable.
- Nothing about the flexibility regarding assessment or accountability for LEP students included in these regulations relieves the Indiana Department of Education, local education agencies (such as school corporations or charter schools), or schools from their responsibilities to serve LEP students. The regulations in no way diminish the responsibility for schools to provide appropriate instruction to recently arrived LEP students so that they can gain English language skills and master content knowledge in reading/language arts, mathematics, and science.

~~ACCESS will be fully implemented in Spring of the 2014-2015 school year. The Office of English Learning and Migrant Education and the Office of Student Assessment have developed a high quality plan for a smooth transition and implementation. IDOE has reached out to various other states that have made the transition from LAS Links to ACCESS. This has provided IDOE with particular insights and strategies for a smooth transition. The Office of English Learning and Migrant Education has also been in close contact with the Title III federal program officer to ensure compliance throughout the transition. The offices will continue to work with WIDA, stakeholders, and English learner leaders on the transition. This work has already begun and will continue during the summer of 2014 and throughout the 2014-2015 school year. The plan includes webinars, workshops, technical assistance, updates, and timelines to the field. IDOE will then transition to ACCESS 2.0 in the school year 2015-2016. IDOE will coordinate with the WIDA Consortium to determine the implementation of the ACCESS 2.0 assessment which will include training for administrators, technology needs for the online assessment, grade level specifications, and needed support. Technical assistance and professional learning for the transition to ACCESS 2.0 will be based upon stakeholder feedback and lessons learned from the transition to ACCESS.~~

Monitoring of the implementation of the assessments will occur through five methods. First, testing information will be collected through the Language Minority (LM) data collection in November. This collection will allow IDOE to analyze how many students have participated in the new W-APT placement test. This collection will also indicate how many students should be participating in the annual ACCESS assessment. Second, IDOE will monitor through the Corporation Test Coordinator's registration and assessment management via the WIDA access system. This will allow IDOE to calculate who is and who is not accessing the system. Third, IDOE will monitor through the Title consolidated monitoring visits, Title III monitoring visits, and desktop monitoring. Fourth, IDOE will monitor through implementation surveys. The surveys will provide data on implementation and additional support and technical assistance that may need to occur. Fifth, data will be analyzed after the completion of the 2015 ACCESS assessment. Currently, IDOE has a data share agreement with Purdue University to analyze all previous LAS Links data. The expected analysis of ACCESS will be conducted in a similar format so that conclusions can be drawn that informs practice, policy, and procedures.

The Office of Student Assessment and the Office of English Learning and Migrant Education will also work with WIDA on conducting an alignment study during the Fall of 2014 to analyze the WIDA standards in comparison to Indiana's new Academic Standards in English/Language Arts. In addition, a bridge study will be conducted in the Spring 2015 to compare LAS Links assessment expectations with those of the WIDA ACCESS assessment. The bridge study will provide information and guidance on transitioning to accountability measures using the ACCESS assessment.

### **Federal Flexibility for EL Students in Grades 3-8**

While LEAs are required to administer ISTEP+ math, science and social studies assessments to limited English proficient (LEP) students who have been enrolled in U.S. schools for less than one year, LEP students who have been enrolled in U.S. schools for less than one year may be exempt from the reading/language arts assessment for one year. Students who are considered newly enrolled are those who enrolled in schools within the United States after March 1, 2013 or have been enrolled for less than 12 cumulative months. Federal flexibility is an LEA-level decision for grades 3-8 and may not be based on individual students or schools.

LEP students who first enrolled in a U.S. school prior to March 1, 2013 and have frequently moved in and out of the U.S. might be eligible for this flexibility if their cumulative length of enrollment in U.S. schools has been less than 12 months. In order to be eligible, a student must have never utilized the federal flexibility in the past. The LEA needs to review the student's past educational record, including schooling in Indiana and other U.S. states, to determine whether a student is eligible.

For students who are provided this flexibility by their LEA, **data submission is required in early May through the LEP/ISTEP+ collection.** Information is available through the STN community on Learning Connection.

### **Federal Flexibility for 10th Grade Cohort**

~~While LEAs are required to administer Algebra 1 and Biology 1 ECAs to 10<sup>th</sup> grade limited English proficient (LEP) students who are enrolled in those courses and who have been enrolled in U.S. schools for less than one year, LEP students who have been enrolled in U.S. school for less than one year may be exempt from the English 10 ECA. Students who are considered newly enrolled are those who enrolled in schools within the United States after March 1, 2013 or have been enrolled for less than 12 cumulative months. LEAs may choose from the scenarios provided on page 3 when determining federal flexibility for their 10<sup>th</sup> grade cohort students. LEP students who first enrolled in a U.S. school prior to March 1, 2013 and have frequently moved in and out of the U.S. might be eligible for this flexibility if their cumulative length of enrollment in U.S. schools has been less than 12 months. In order to be eligible, a student must have never utilized the federal flexibility in the past. The LEA needs to review the student's past educational record, including schooling in Indiana and other U.S. states, to determine whether a student is eligible.~~

~~Since the English 10 ECA is high stakes and associated with future graduation, careful consideration must be given to determine the best option for these students as they work towards fluency in English. In order to graduate, a student must pass the English 10 and Algebra 1 ECAs OR fulfill the requirements of the GQE evidence-based or work readiness waivers. Both the GQE evidence-based and work readiness waivers require a student to attempt to take an ECA at every available opportunity after the completion of the second year of English credit course.~~

#### **Accountability:**

~~For accountability purposes, recently arrived LEP students must take:~~

- ~~3) the ISTEP+ math, science and social studies assessments; AND~~
- ~~4) the E/LA ISTEP+/English 10 ECA OR the LAS Links English Language Proficiency Assessment.~~

~~**Important Note:** For students who are provided this flexibility by their LEA, data submission is required annually in early May through the LEP/ISTEP+ collection. Information is available through the STN community on Learning Connection.~~

~~If federal flexibility is utilized for students, ISTEP+ reports will indicate that the student's score is undetermined (UND) as these students would not have completed the E/LA portion of ISTEP+. However, through the LEP/ISTEP+ data collection, accountability calculations will account for corporations exercising federal flexibility.~~

~~Federal flexibility does not apply to IREAD-3. IREAD-3 is a state required assessment and there is no flexibility regarding LEP students' participation. However, these students are still provided accommodations according to their Individual Learning Plans (ILP) and qualify for the Good Cause Exemption in accordance with the decision of an ILP committee.~~

**What are the key provisions of this flexibility?**

- ~~Only students who are found to be limited English proficient (either via the LAS links placement or LAS Links annual exam) AND have been enrolled U.S. schools after March 1, 2013 or for less than 12 cumulative months qualify for this flexibility.~~
- ~~The flexibility can only be used once in a student's educational career in the U.S.~~
- ~~The time in U.S. school is cumulative and does not have to be 12 consecutive months. If an LEP student moves in and out of the country, the school must use the total amount of time in U.S. schools to determine whether the student has been enrolled less than 12 months.~~
- ~~"U.S. schools" includes schools in the 50 states and the District of Columbia. It does NOT include schools in Puerto Rico, the outlying areas, or the freely associated states. Students who come to the United States from Puerto Rico, for example, where Spanish is the primary language of instruction, would not be considered to have been enrolled in U.S. schools while in Puerto Rico. Thus, LEP students from Puerto Rico would be included in the definition of recently arrived LEP students for purposes of these regulations. PLEASE note that this differs from the immigrant status of a student, as a student from Puerto Rico is not considered an immigrant.~~
- ~~A student must have first taken the LAS links placement test and considered limited English proficient to be eligible. The student must take the next LAS links annual administration in order to qualify for this federal flexibility. Indiana may exempt a student from one annual administration of the E/LA portion only. The LEP student will still participate in other state content area assessments including math, science, and social studies, if applicable.~~
- ~~Nothing about the flexibility regarding assessment or accountability for LEP students included in these regulations relieves SEAs, LEAs, or schools from their responsibilities to serve LEP students. The regulations in no way diminish the responsibility for schools to provide appropriate instruction to recently arrived LEP students so that they can gain English language skills and master content knowledge in reading/language arts, mathematics, and science~~

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